

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>SUPERINTENDENT'S UPDATE</b>	Information Item
<b>2</b>	<b>ELEMENTARY SECONDARY EDUCATION ACT FLEXIBILITY REQUEST (WAIVER)</b>	Motion to Approve
<b>3</b>	<b>POST FALLS EXCISION AND COEUR D'ALENE ANNEXATION</b>	Motion to Approve
<b>4</b>	<b>IDAHO STATE UNIVERSITY - PROPOSED K-12 MATHEMATICS CONSULTING TEACHER ENDORSEMENT PROGRAM</b>	Motion to Approve
<b>5</b>	<b>LEWIS-CLARK STATE COLLEGE - PROPOSED ONLINE TEACHING ENDORSEMENT PROGRAM</b>	Motion to Approve
<b>6</b>	<b>BOISE STATE UNIVERSITY - PROPOSED MASTER IN TEACHING SPECIAL EDUCATION ENDORSEMENT PROGRAM</b>	Motion to Approve
<b>7</b>	<b>STANDARDS FOR COMPUTER SCIENCE AND ENGINEERING – PROPOSED RULE IDAPA 08.02.02.004, RULES GOVERNING UNIFORMITY – INCORPORATED BY REFERENCE</b>	Motion to Approve
<b>8</b>	<b>PROPOSED RULE IDAPA 08.02.03.115, RULES GOVERNING THOROUGHNESS – DATA COLLECTION</b>	Motion to Approve

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 16, 2015**

---

**SUBJECT**

Superintendent of Public Instruction Update to the State Board of Education.

**BACKGROUND/DISCUSSION**

Superintendent of Public Instruction, Sherri Ybarra, will provide an update on the State Department of Education.

**BOARD ACTION**

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

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 16, 2015**

---

**SUBJECT**

New ESEA Waiver to US Department of Education for one year.

**REFERENCE**

February 16, 2012	State Board Approval of First Draft of ESEA Waiver
October 17, 2012	The U.S. Department of Education approves Idaho's ESEA Waiver
February 18, 2014	The US Department of Education approved a one-year waiver for 2013-2014 to allow all schools to field test.
June 19, 2014	State Board Approves Idaho's revisions to the ESEA Waiver as it relates to educator evaluations and school improvement plans.
March 19, 2015	State Board approved new three year ESEA Waiver.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.02.03.112 Accountability

**BACKGROUND/DISCUSSION**

On February 18<sup>th</sup>, 2014 the US Department of Education approved a one-year waiver. Because that waiver is expiring, it is necessary to create another three-year waiver.

The ESEA Flexibility Waiver that is being submitted for approval by the US Department of Education has made many changes to the original waiver which was initially approved by the US Department of Education in February 2012. There are many changes to Principals 1-3.

References were removed to specific tools, such as Schoolnet, the Wise tool and the repealed Students Come First laws. The Superintendent will discuss the changes subject to the US Department of Education and the fluid requests.

**ATTACHMENTS**

Overview of Changes	Page 3
First Response to the Overview Request	Page 5

**IMPACT**

If not approved by the State Board of Education, the waiver will not be sent to the US Department of Education on time and Idaho will be put under the requirements of No Child Left Behind.

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 16, 2015**

---

**BOARD ACTION**

I move to approve Idaho's ESEA Flexibility Waiver with additions and deletions as noted.

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

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**1. Principle 1. College and Career Ready Expectations for all students.**

**Idaho Ensures:**

- All students graduate from high school ready for college/career.
- Continued support for all students, including English Learners, students with disabilities, low-achieving students, and economically disadvantaged students, and the teachers of these students.

**Idaho has:**

- Adopted the Common Core Standards in 2011 in English Language Arts/Literacy and Math and all districts are implementing these standards.
- Administered the Field Test of Smarter Balanced Assessments (SBA) in the spring of 2014 and is administering the operational SBA in English Language Arts/Literacy & Math this spring 2015.

**ESEA Flexibility Waiver Overall Changes:**

- Idaho will discontinue using the statewide Instructional Management System, Schoolnet. The legislature has appropriated funds for each individual school to select their own Instructional Management System.
- Idaho voters repealed the 2011 Students Come First laws, in November 2012, in which the Common Core was deeply rooted. Therefore, Idaho Legislation requires the Idaho Department of Education to begin reviewing the Common Core Standards, and the current required SBAC testing system, via the State's usual vetting process in Idaho Code. We will begin this process on July 1, 2015.

**2. Principle 2. State developed Differentiated Recognition, Accountability & Support**

**Idaho Ensures:**

- Continuous improvement of systems and processes for differentiated recognition, accountability & support.

**Idaho has:**

- Updated its Reading and Language Assessment targets to English Language Arts/Literacy assessment targets.
- Expanded its Turnaround Model options to 1. State-Determined Model, 2. Evidence-based Whole School Reform Model and 3. Early Learning Model.

**Idaho will:**

- Administer the full SBAC test in English Language Arts/Literacy & Math this spring 2015. (Idaho did Field test the SBAC in the spring of 2014.)
- Report Assessment results against targets when that data is available.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**ESEA Flexibility Waiver Overall Changes:**

- Idaho will not make new determinations using the 5-Star Accountability Model this year. We will continue to provide supports and interventions in accordance with current designations. At the same time, we will be developing a new model over the coming year based on what we have learned over the past several years of implementation.
- Idaho will review which lowest-performing schools have not made sufficient progress and will ensure increased rigor of interventions and supports in these schools.
- Idaho will accept state approved school improvement planning tools beyond the WISE Tool.
- Idaho will ensure that schools with significant achievement gaps, graduation rates of less than 60%, or participation less than 95% will not be identified as reward schools.
- Idaho will identify our Priority and Focus Schools and recognize our Reward Schools. We will be identifying a new list for 2015-2016 based on 2014-2015 achievement data and graduation rates.

**3. Principle 3 Supporting Effective Instruction & Leadership**

**Idaho Ensures:**

- Development of guidelines that lead to the creation of evaluation and support systems to improve student achievement.
- Principle 3 has been updated. Principle 3 was not reviewed following the February 2014 submission.

**Idaho will:**

- Continue to use the current framework for performance evaluations as proven in IDAPA Rule 08.02.02.120.121

**ESEA Flexibility Waiver Overall Changes:**

- Idaho will remove Teachscape testing as a requirement for evaluators. Teachscape scores will not be a factor for endorsements.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

April 01, 2015  
Deb Delisle, Assistant Secretary  
United States Department of Education  
400 W. Maryland Avenue  
Washington D.C.

Dear Assistant Secretary Delisle,

Idaho is submitting a request for renewal of our Elementary and Secondary Education Act Waiver for one year.

**Provide an overview (about 500 words) of the SEA's request for the flexibility that:**

- 1. Explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and**
- 2. Describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.**

Since the writing and submission of the previous "Waiver request for Flexibility," we have reflected on Idaho's progress and undergone some important changes. As a state, we continue to feel the profound impact of the economic recession on our education budget and have been grappling with how to adjust to the financial implications of this. Including challenges like the reduction of the school week day to four days, teacher, administrator, and staff furloughs, subsistence level operational budgets, negative impacts on recruitment and retention of highly qualified teachers and administrators, and increased dependency on annual supplemental levies to meet funding short falls. Given the increased strain on financial strain on financial and human resources, Idaho has tried to be increasingly thoughtful about how educators in our state spend their time to best serve the needs of students. As we have worked hard, to implement our waiver, we have often found that there are duplicative and unnecessary burdens associated with this flexibility, which have resulted in essentially state-wide unfunded mandates. With an already depressed economic environment, faced by Idaho schools, the unfortunate result of this, is a severe erosion into the time that teachers spend engaging their students and the time administrators spend in supporting their teachers. The primary cause of these unnecessary burdens lies in the specific delineation of programs, with the verbiage of the current request for flexibility, e.g. the Idaho System for Educational Excellence (ISEE) Schoolnet, (an LMS), Ways to Improve School Effectiveness Tool (WISE), specific SDE mandated teacher and

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 16, 2015**

administrator evaluations, World-Class Instructional Design for Assessment (WIDA), and a flawed a school rating system to name just several.

In January of 2015, a new Superintendent, Sherri Ybarra, took office in Idaho and we think this is a critical moment to alleviate some of these frustrations and improve our system. To that end, we will be taking some time to review our current 5-Star accountability system, better align our work into one coherent system, and continue to do everything we can to support our educators and students.

Idaho has a long history of local control. And, within that context, Idaho has learned time and again, that the most effective and sustained change depends on local involvement. For that reason, Idaho SDE will move to a system that more directly empowers local communities. As one example, we intend to stop prescribing performance goals for each district --but will support district in setting appropriate targets. Each district will set goals through the inclusive process and will be held accountable for ensuring its schools are equitably contributing to the district's overall goals. By allowing communities to engage in hard discussion and to land upon what they believe are ambitious but achievable goals specific to that community, Idaho believes it will drive meaningful improvement that is deeper, more widespread, and focused on outcomes. Finally, a new state accountability model will be developed over the next year, with the above components as its basis, and will involve stakeholders, the SBOE, and will also be reported to the Idaho Legislature.

Thus, the current challenge for the Idaho State Department of Education in drafting the new Request for Flexibility 2015 is to address overwhelming reporting requirements and regulations impose by the current Request for Flexibility and still maintain a comprehensive approach to the continued implementation and enhancement of Waivers 1-13, Assurances 1-13 and the Principles:

1. College and Career Ready
2. State Developed differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership.

The new Request for Flexibility 2015 will eliminate the duplication and unnecessary burdens currently being imposed on Idaho's schools and districts. The new Request for Flexibility 2015 will describe and assure Idaho's continued commitment to the intent of the waivers, principles, quality of instruction, and increasing student achievement. Schools will continue to be held accountable for ALL students' growth, in reaching college and career-readiness.

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 16, 2015**

---

**SUBJECT**

Requesting excision of territory from Post Falls School District for annexation into Coeur d'Alene School District.

**REFERENCE**

February 2015	Board accepted the findings and conclusions of hearing officer and approved excision and annexation of property from the Lakeland School District to the Coeur d'Alene School District.
---------------	---

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-308, Idaho Code, IDAPA 08.02.01.050.

**BACKGROUND/DISCUSSION**

Residents of the West Landings Subdivision in Coeur d'Alene, Idaho have petitioned the Coeur d'Alene School District and the Post Falls School District to excise property from the Post Falls School District No. 273 and annex it into the Coeur d'Alene School District No. 271. The Coeur d'Alene School District 271, by unanimous vote at their November 2014 meeting, approved the petitioners request for annexation. The Post Falls School District No. 273 considered the petition at their November 10, 2014 meeting. A motion was forwarded to recommend that the State Board of Education reject the petition. The motion did not pass for lack of a second. No other action by the Post Falls School District No. 273 is indicated in the record provided.

Section 33-308, Idaho Code, provides for a process whereby the State Board of Education will consider the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described. The State Board of Education has promulgated administrative rules, IDAPA 08.02.01.050 that outlines the criteria for the review of the Petition of Excision and Annexation and the required hearing process to gather public comment for purposes of the Hearing Officer making recommendations to the State Board of Education.

The State Department of Education hired Edwin Litteneker, Attorney at Law, to act as the hearing officer for this petition. A hearing was conducted on January 15, 2015 at the Atlas Elementary School in Hayden, Idaho by the hearing officer for purposes of gathering public comment on the proposed change in the boundaries of the Post Falls School District No. 273 and the Coeur d'Alene School District No. 271. On January 15, 2015 approximately seven (7) people attended the hearing and three (3) people in attendance offered comment. The proceedings were taped by the hearing officer and made part of the official record.

The hearing officer concluded that the petition qualifies and meets the statutory requirements of Section 33-308, Idaho Code, and found that the petition is in the

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 16, 2015**

---

best interest of the children residing in the West Landings Subdivision. The hearing officer recommends that the State Board of Education approve the petition to go to the voters of the area.

**IMPACT**

The West Landings at Waterford is located approximately 1.6 miles south of Atlas Elementary in the Coeur d'Alene School District No 271. There are approximately 253 school-aged children in the West Landings Subdivision, approximately 100 of those students presently attend school in the Coeur d'Alene School District either as out of district students or are currently residing within the district's boundaries. If the annexation/excision is approved by the voters, all 253 students would attend the Coeur d'Alene school district as resident students.

**ATTACHMENTS**

- |   |         |
|---|---------|
| Attachment 1 – Findings of Fact, Conclusions of Law and Recommendations,<br>Notice of Hearing, Amended Notice | Page 5  |
| Attachment 2 – West Landings Subdivision Petition   | Page 14 |
| Attachment 3 – Letter from Superintendent Handelman,<br>Coeur d'Alene School District                         | Page 72 |

**STAFF COMMENTS AND RECOMMENDATIONS**

The Superintendent of the Coeur d'Alene Public Schools has submitted a letter to the Board providing additional information that was not presented at the public hearing. This information is provided in Attachment 3.

Approval of the request by the Board will allow for the proposal to be submitted to the school district electors residing in the area described in the petition. Pursuant to section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not met the Board of Education must disapprove the proposal. The hearing officer has included in the findings of fact that the excision of area from would be in the best interest of the children residing in the area. At the time of agenda material production the Department of Education staff were verifying the bonded debt would remain within the limits prescribed by law. The bonded debt information will be provided at the Board meeting. If the excision of the property from the Post Falls school district is not available at the time of the Board meeting, the Board will need to postpone consideration of this action to a future meeting.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

---

**BOARD ACTION**

I move to accept the findings and conclusions issued by the hearing officer and to approve the excision and annexation of property from the Post Falls School District to the Coeur d'Alene School District.

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

THIS PAGE INTENTIONALLY LEFT BLANK

BEFORE THE HEARING OFFICER FOR THE  
IDAHO DEPARTMENT OF EDUCATION

In the matter of the petition dated 10/30/14 )  
Requesting the annexation of territory from )  
Post Falls School District No. 273, )  
)  
)  
To the )  
)  
)  
Coeur d' Alene School District # 271, )  
)  
\_\_\_\_\_ )

**NOTICE OF HEARING &  
PRE HEARING ORDER**

The petitioners have presented to the School Board of the Post Falls School District No. 273 and the Coeur d' Alene School District No. 271 a petition to excise territory presently within the Post Falls School District and annex the territory into the Coeur d' Alene School District pursuant to Idaho Code § 33-308.

Based upon discussions with the parties, the following Notice of Hearing & Pre-Hearing Order is entered;

That the Hearing in this matter shall commence on Thursday, January 15, 2015. The hearing will begin at 7:00 p.m. The Hearing will be held at Atlas Elementary, 3000 Honeysuckle, Hayden, Idaho 83835.

The hearing will be electronically recorded by the Hearing Officer. If a court reporter is requested the expense shall be born by the party making the request.

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

The petitioners shall present any appropriate and relevant information for the Hearing Officer's considerations. Such information can be submitted verbally or in a written statement signed by the person making the statement and include the address of the person making the statement.

The School Districts will respond to any of the information presented should the District determine that a response is appropriate.

The Petitioners will make this Notice of Hearing available to the patrons within the area to be excised and annexed.

Individual contact with the Hearing Officer is discouraged. Any matter requiring additional discussion may be scheduled by contacting the Hearing Officer at [ed@littenekerlaw.com](mailto:ed@littenekerlaw.com) or by calling the Hearing Officer at 208-746-0344.

DATED this 7 day of January, 2015.



---

Edwin L. Litteneker  
Hearing Officer

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

I DO HEREBY CERTIFY that a true  
And correct copy of the foregoing  
Document was:

Mailed by regular first class mail,  
And deposited in the United States  
Post Office

Sent by facsimile.

Sent by Federal Express, overnight  
Delivery

Hand delivered

To:

Matthew Handelman, Superintendent  
Coeur d' Alene Public School #271  
1400 North Northwood Center Court  
Coeur d' Alene, Idaho 83814

Jerry Keane, Superintendent  
Post Falls School District No. 273  
206 W Mullan Avenue  
Post Falls, Idaho 83854

Jon and Dione Froderberg  
West Landings Annexation  
Committee Chair and Committee Members  
7940 N Goodwater Loop  
Coeur d' Alene, Idaho 83815

Jessica and Danny Giesbrecht  
Committee Members  
7907 N Goodwater Loop  
Coeur d' Alene, Idaho 83815

On this 7 day of January, 2015.

  
\_\_\_\_\_  
Edwin L. Littenecker

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

BEFORE THE HEARING OFFICER FOR THE  
STATE BOARD OF EDUCATION

In the matter of the petition requesting )  
The excision of territory from )  
Post Falls School District No. 273, )  
 ) **FINDINGS OF FACT, CONCLUSIONS**  
 ) **OF LAW AND RECOMMENDATION**  
And annexing said territory into )  
 )  
 )  
Coeur d' Alene School District No. 271, )  
 )  
District. )  
\_\_\_\_\_ )

**INTRODUCTION**

A Hearing was conducted on January 15, 2015, by Hearing Officer, Edwin L. Litteneker, appointed by the State Board of Education for purposes of gathering public comment on a proposed change in the boundaries of the Post Falls School District No. 273 and the Coeur d' Alene School District No. 271. The Hearing commenced at 7:00 p.m. in the Cafeteria at the Atlas Elementary School in Hayden, Idaho.

Idaho Code Section 33-308 provides for a process whereby the State Board of Education will consider the approval of a Petition to change the boundaries of adjoining school districts and may direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described. Additionally, the excision of the territory that is proposed should not leave a School District with a bonded indebtedness in excess of the limit then prescribed by law.

The State Board of Education has adopted rules at IDAPA 08.02.01.050 which include criteria for the review of the Petition for Excision and Annexation and a hearing process to

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

gather public comment for purposes of the Hearing Officer making these recommendations to the State Board of Education.

Seven people attended the hearing on January 15, 2015. The Petitioner Jon Froderberg; Terry Seymour, District #271 Trustee; and Matt Handelman, District #271 Superintendent offered comment. The Sign in Sheet is enclosed in the Record and transmitted separately as a part of the Transmittal of the Record. The Record remained open until January 22, 2015 to receive any additional written comments. The proceedings were recorded and the recording of the Hearing is separately transmitted digitally to the State Board of Education.

**FINDINGS OF FACT**

1. A Petition to excise property from the Post Falls School District No. 272 was presented by property owners residing in West Landings Subdivision and annex that area into the Coeur d' Alene School District No. 271.
2. The Petition describes that an area generally located west of Carrinton Lane in the Landings at Waterford south of Prairie Ave and West of Atlas Road. Carrington Lane divides the Landings at Waterford into two roughly equal halves. The affected area is located within the City of Coeur d' Alene.
3. An estimated 253 school aged children reside in the West Landings Subdivision. Approximately one hundred of those students presently attend school in the Couer d' Alene District either as out of District students or are students residing between Currington Lane and Atlas Road attend the Coeur d' Alene School District.
4. The West Landings at Waterford is located approximately 1.6 miles south of Atlas Elementary in the Coeur d' Alene School District No. 271. Students residing in West

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

Landings are bused 6.5 miles to their neighborhood school, Ponderosa Elementary in Post Falls.

5. The students residing in the Coeur d' Alene School District do not attend the same school as their school age neighbors who attend school in the Post Falls School District.
6. The Post Falls School District No. 273 considered the Petition at its regular Board Meeting on November 10, 2014. The Post Falls District Board of Trustees did not take any action on the proposed excision request and did not request any additional changes or considerations.
7. The Coeur d' Alene School District No. 271 approved the annexation request into the Coeur d' Alene School District on at its regular Board of Trustees meeting November 3, 2014.
8. Testimony from the Coeur d' Alene School District Trustee and Superintendent, indicated the District's willingness to accept the Post Falls District students and would be able to accommodate the students.
9. There was no testimony that the Lakeland School District would be left with a bonded indebtedness in excess of the amount provided by law.
10. The Record reflects that a Petition is in the form required pursuant to I.C. §33-308 and is signed by a sufficient number of electors.
11. The necessary legal descriptions were in the form required by I.C. § 33-308

**CONCLUSIONS**

1. IDAPA 08.02.01.050. requires a review of the proposed alteration of a District's boundaries that takes into account specific facts which are discussed above.
2. Based on this Record, the annexation as proposed does not leave either School District with a bonded indebtedness in excess of the amount provided by law, nor will either of the Districts will suffer any bonded indebtedness deficiency.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

3. The proposed annexation will be in the best interest of children residing in the West Landings area as described in the Petition is annexed to the Coeur d' Alene School District No. 271. The area is within a mile and a half of the Atlas Elementary School within the Coeur d' Alene School District No. 271. The adjacent subdivision is in the Coeur d' Alene School District No. 271 and the school age children within that subdivision attend Atlas Elementary and schools within the Coeur d' Alene School District. It is in the best interest of school age children to attend the neighborhood school also attended by their neighbors.
4. The interested parties are the parents of school age children residing in the West Landings subdivision.
5. The elimination of a substantial bus ride of the Post Falls students to their neighborhood school is also in the student's best interest.
6. No opposition was heard to the proposed excision and annexation at the time of the public hearing.
7. The Coeur d' Alene School District indicates it will accept the students who will reside within the area and have sufficient capacity and community support to serve the anticipated students. There is no issue as to the competing interests of the children residing within the area.

**RECOMMENDATION**

The Record supports a conclusion that the Idaho Code and IDAPA provisions in regards to an excision of land from the Post Falls School District No. 273 and annexation into the Coeur d' Alene School District No. 271 have been met.

The Petition is in the best interest of the children who will reside within the area to be excised and annexed.

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

It is therefore recommended to the State Board of Education that the Petition qualifies and meets the statutory provisions of Idaho Code § 33-308 and the IDAPA provisions found in 08.02.01.050.2 and .3.

Finally, it is recommended that the Petition be approved and that the election be set for purposes of the electors residing in the West Landings subdivision consideration of the proposed boundary change.

DATED this 26 day of January, 2015.



---

Edwin L. Litteneker  
Hearing Officer

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

I DO HEREBY CERTIFY that a true  
And correct copy of the foregoing  
Document was:

Mailed by regular first class mail,  
And deposited in the United States  
Post Office

Sent by facsimile.

Sent by Federal Express, overnight  
Delivery

Hand delivered

To:

Matthew Handelman, Superintendent  
Coeur d' Alene Public School #271  
1400 North Northwood Center Court  
Coeur d' Alene, Idaho 83814

Jerry Keane, Superintendent  
Post Falls School District No. 273  
206 W Mullan Avenue  
Post Falls, Idaho 83854

Jon and Dione Froderberg  
West Landings Annexation  
Committee Chair and Committee Members  
7940 N Goodwater Loop  
Coeur d' Alene, Idaho 83815

Jessica and Danny Giesbrecht  
Committee Members  
7907 N Goodwater Loop  
Coeur d' Alene, Idaho 83815

On this 26 day of January, 2015.

  
Edwin L. Littenecker

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

January 17, 2015

To Whom It May Concern,

My name is Shila Sliper I live in the West Landings. We built our house here in 2008 and at the time our children were not school age. When we built our house we were not informed by anyone that we were in the Post Falls School District. Had I known that we were, we would have not built our home here. Both my boys are in school now. Every year we have to fill out the transfer papers to hope that they get into the CDA School District one more year. My oldest son is in 2<sup>nd</sup> grade and has been attending Atlas School since 1<sup>st</sup> grade. Hayden Kinder Center for Kindergarten. My youngest son is in Kindergarten in the Atlas School. I believe that the kids in this community should go to the school in which we live close to. They have their buddies that go to that school that they've made friends with. I don't want to have my kids ride the bus to Post Falls School that is a little more than 6 miles away and for that long of a time, when the Atlas School is 2 miles or less from my house. We pay most of our taxes to CDA not to Post Falls we work, live, and shop in Coeur d' Alene. We have a CDA address. It is such a stress on me to wonder if my kids are going to be accepted for the transfer each and every year and the hassle of buying school supplies for 2 schools. On a personal note my husband drops our kids off at Daycare which is in the Atlas School zone. If my kids where not accepted in the CDA School district they would not be able to attend school as they could not be home alone and walk down the block alone at 5 and 7yrs old while both my husband and I are at work. This last fall I approached the CDA school district to find out what was needed to be done to get our area annexed into the school district. I was told that another family just recently approached the school district to ask the same question. The Froderberg's and I got a hold of each other and started the process. I was the one who walked the neighborhood and received over 300 some signatures. Everyone who I spoke to except for a small handful of people told me that it's ridiculous that this area isn't in the CDA school district. Most everyone that I spoke to stated that they don't want their kids to go to Post Falls School but that they were unable to get transferred to CDA. Others said to that the resale of their homes would be better if we were in the CDA school district as well. Some families have moved out of the West Landings just so their kids will be in the CDA district. I spoke to a Post Falls teacher that lives in the West Landings that said she would rather her own kids get transferred into the CDA school district. Please take all of these important aspects of our kids and parents feelings into consideration when making this very important decision. Thank you very much for your time and hard work.

Lucas and Shila Sliper

STATE DEPARTMENT OF EDUCATION  
 APRIL 16, 2015

SIGN IN SHEET

Hearing on Petition to excise territory from Post Falls School District No. 273  
 And annex said territory into Coeur d' Alene, School District No. 271  
 Atlas Elementary  
 January 15, 2015

Name	Address	Will you be offering live testimony?
Jon Froderberg	7140 Goodwater Loop CDA, ID 83815	Yes No
Nicole Ellingson	7374 Downing Lane CDA ID 83815	Yes No
Jared Ellingson	7374 Downing Lane CDA, ID 83815	Yes No
Dione Froderberg	7140 Goodwater Loop, CDA, ID 83815	Yes No
Shila Slipper	4704 W. Princetown Ln, CDA, 83815	Yes No
Terni Seymour	3627 W. Newbreak Dr. CDA, ID 83815	Yes No
Matt Hammerman	1400 N. Northwood Ctr. Court CDA ID 83814	Yes No
		Yes No

STATE DEPARTMENT OF EDUCATION

APRIL 16, 2015

Post Falls School District No. 273

Regular Meeting

November 10, 2014

6:00pm

River City Middle School

Call meeting to order: Chair Donagene Turnbow called the meeting to order at 6:02pm. The following Board members were present at roll call: Michelle Lippert, Carol Goodman, Glorie Ward and Bonnie Beaulieu. Also present were Superintendent Jerry Keane, Assistant Superintendent Becky Ford, Director of Programs and Instruction Dena Naccarato, Business Director Sid Armstrong, Treasurer Mary Aurora and Clerk Erin Butler.

Pledge of Allegiance: Trustee Beaulieu led the Pledge of Allegiance.

Recognition: Dena Naccarato introduced the cross country volunteers.

Approve Agenda: Motion by Trustee Lippert with a second by Trustee Beaulieu to approve the agenda as amended passed with a unanimous roll call aye vote.

Approve Consent Calendar: Motion by Trustee Lippert with a second by Trustee Ward to approve the Consent Calendar passed with a unanimous roll call aye vote.

Trustee Comments: Trustee Lippert commented on the reduction of students entering into education degree programs and the difficulty some districts are having in finding qualified teachers. Trustee Ward commented on the wonderful Harvest nights at both Seltice Elementary and Ponderosa Elementary. Trustee Goodman commented on the Harvest night at Ponderosa and will be attending the Veteran's Day assembly at Ponderosa on 11/11. Trustee Beaulieu will be doing school visits at Ponderosa Elementary on 11/11 and 11/12. Chair Turnbow commented on attending multiple functions throughout the district and will be attending some Veteran's Day functions at the schools on 11/11.

Superintendent Comments: Zach Holt gave the PFEA building report. Becky Ford commented on the River City Leadership Academy.

Special Reports: Sid Armstrong commented on a successful transportation audit but noted that the state wants us to develop district policy regarding transportation.

Consideration of Action Items: Jerry Keane presented a facility recommendation for consideration at the December board meeting. Jerry Keane presented an excision petition from a citizen group in the West Landings. Motion by Trustee Lippert to recommend that the State Board reject the petition did not pass due to lack of a second. Becky Ford presented policy 503.9, for a second reading. Sid Armstrong commented that the district is currently bidding a special needs bus for consideration at the December board meeting.

Adjournment: Motion by Trustee Lippert with a second by Trustee Ward to adjourn passed with a unanimous roll call aye vote.

The meeting was adjourned at 7:05pm.

Approved

Attest:

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

*Red  
11/14/14*

Owners in the West Landings  
Subdivision

To:  
Mr. Jerry Keane, Post Falls School District Superintendent  
Post Falls School District 273  
206 W Mullan Avenue  
Post Falls, ID 83854

10/30/2014

Mr. Keane, and Board of Trustees

West Landings is a neighborhood comprised of the homes and apartment community located immediately west of Carrington Lane in The Landings at Waterford development south of Prairie Avenue and west of Atlas Road. Carrington Lane divides The Landings at Waterford into roughly two halves. The Landings is located within the City of Coeur d'Alene and we pay the majority of our taxes to the city. In the West Landings there are a total of 512 single-family home lots with 375 of those improved at the time of the writing of this petition. The apartment complex is comprised of 132 units. Using 2010 US Census statistics for the city of Coeur d'Alene we estimate there are approximately 74 children under age 5 and 253 children under age 18 in the proposed annexation area.

2010 Total Population Coeur d'Alene	44,137
2010 Total Housing Units Coeur d'Alene	20,219
2010 Persons Per Housing Unit	2.2
2010 Population Under Age 5 (%)	6.7%
2010 Population Under Age 5	2957.2
2010 Children Under Age 5 Per Housing Unit	0.15
2010 Population Under Age 18 (%)	22.9%
2010 Population Under Age 18	10,107.4
2010 Children Under Age 18 Per Housing Unit	0.50
2014 Total West Landings Housing Units	507
2014 Estimated Children Under Age 5	74
2014 Estimated Children Under Age 18	253

Currently this neighborhood is part of School District #273 of Kootenai County, Idaho commonly referred to as Post Falls School District. Atlas Elementary, which is zoned in the Coeur d'Alene School District, is only 1.6 miles from our neighborhood. Some of our children are currently being bussed to Ponderosa Elementary in the Post Falls School District, 6.5 miles away. We would like to see The Landings at Waterford, as a whole community, be zoned into the Coeur d'Alene School District.

We would like to be included in the Coeur d'Alene school system and community. We would like to see our children included in the regular enrollment each year, rather than going through the stress of a transfer request to get our children into their neighborhood school. This request is being brought to the attention of the school

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

West Landings Home Owners

---

district because we are Coeur d'Alene residents and our neighborhood school is within walking distance. Also, we believe we should have an opportunity to vote on school levies and bonds in the city in which we live.

We believe that it is in the best interest of the children residing in West Landings to go to school in their own neighborhood and city. We thank you for your consideration and support.

Respectfully,

West Landings Home Owners

**Attachments:**

Written Legal Boundary Description for Coeur d'Alene School District 271 Before Annexation (School District Policy Document 1000P)

Written Legal Boundary Description for Post Falls School District 273 Before Excision

Exhibit "A" 10/28/2014 from Inland Northwest Consultants – Annexation Area Legal Description

Letter Dated 10/29/2014 from Joseph E. Hassell, PE/PLS – Inland Northwest Consultants Job 14-0052

Written Legal Boundary Description for Post Falls School District 273 As Amended

Written Legal Boundary Description for Coeur d'Alene School District 271 As Amended

Coeur d'Alene School District 271 Boundary Map Before Annexation

Coeur d'Alene School District 271 Boundary Map Before Annexation Close-Up

Coeur d'Alene School District 271 Boundary Map After Annexation

Coeur d'Alene School District 271 Boundary Map After Annexation Close-Up

Post Falls School District 273 Boundary Map Before Annexation

Post Falls School District 273 Boundary Map After Annexation

Notarized Petition Signature Pages

Jon and Dione Froderberg

West Landings Annexation Committee Chair and Committee Member

7940 N Goodwater Loop

Coeur d'Alene, ID 83815

801.946.0576

Jessica and Danny Giesbrecht

Committee Members

7907 N Goodwater Loop

Coeur d'Alene, ID 83815

208.446.7435

Shila Sliper

Committee Member

2 \*

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

West Landings Home Owners

---

4704 W Princetown Lane  
Coeur d'Alene, ID 83815  
208.755.8969

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

Coeur d'Alene School District No. 271 Before Annexation

THE BOARD OF TRUSTEES

1000P

Boundaries of the Coeur d'Alene School District No. 271

Beginning at the north  $\frac{1}{4}$  corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north  $\frac{1}{4}$  corner of Sec. 4, said township and range; thence north approximately  $2\frac{1}{2}$  miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately  $\frac{1}{2}$  mile to the east  $\frac{1}{4}$  corner of Sec. 21, said township and range; thence north approximately  $1\frac{1}{2}$  miles to the SW corner of Sec. 10, said township and range; thence east approximately  $1\frac{1}{2}$  miles to the south  $\frac{1}{4}$  corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately  $\frac{1}{2}$  mile to the east  $\frac{1}{4}$  corner of said Sec. 11; thence north approximately  $\frac{1}{4}$  mile to the NW corner of the SW  $\frac{1}{4}$  of the NW  $\frac{1}{4}$  of Sec. 12, said township and range; thence east approximately  $\frac{1}{2}$  mile to the NE corner of the SE  $\frac{1}{4}$  corner of the NW  $\frac{1}{4}$  of said Sec. 12; thence north approximately  $\frac{1}{4}$  mile to the center of Sec. 1, said township and range; thence east approximately  $\frac{1}{2}$  mile to the east  $\frac{1}{4}$  corner of said Sec. 1; thence north approximately  $\frac{1}{2}$  mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east  $3\frac{1}{4}$  miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately  $2\frac{3}{4}$  miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east  $14\frac{1}{4}$  miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW  $\frac{1}{8}$  of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately  $8\frac{1}{4}$  miles to the north  $\frac{1}{4}$  corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south  $\frac{1}{4}$  corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately  $\frac{1}{2}$  mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately  $\frac{1}{2}$  mile to the west  $\frac{1}{4}$  corner of said Sec. 15; thence west approximately  $1\frac{1}{2}$  miles to the center of Sec. 17, said township and range; thence north approximately  $1\frac{1}{2}$  miles to the south  $\frac{1}{4}$  corner of Sec. 5, said township and range; thence west  $1\frac{1}{2}$  miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately  $2\frac{1}{2}$  miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately  $3\frac{1}{2}$  miles to the west  $\frac{1}{4}$  corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east  $1\frac{1}{2}$  miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately  $1\frac{1}{2}$  miles to the east  $\frac{1}{4}$  corner of Sec. 9, said township and range; thence north approximately  $2\frac{1}{2}$  miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east  $\frac{1}{2}$  mile to the north  $\frac{1}{4}$  corner of said Sec. 33; thence north approximately 1 mile to the north  $\frac{1}{4}$  corner of

1000P-1

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

Sec. 28, said township and range; thence east approximately 2 miles to the north  $\frac{1}{4}$  corner of Sec. 26, said township and range; thence north approximately  $\frac{1}{2}$  mile to the center of Sec. 23, said township and range; thence east approximately  $1\frac{1}{2}$  miles to the west  $\frac{1}{4}$  corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east  $1\frac{1}{2}$  miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north  $1\frac{1}{2}$  miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexation approved and effective December 12, 2002.

Policy History:

Adopted on: November 4, 2013

Revised on:

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

**Post Falls School District No. 273 (Before Excision)**

**Legal District Boundary Description**

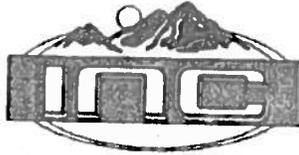
February 1, 2011

Beginning at the NW corner of the NE  $\frac{1}{4}$  of Section 20 T51N R5W and going east to the NE corner of Section 24 T51N R5W, then south to the NE corner of the S  $\frac{1}{2}$  of said section, then east to the NE corner of the SW  $\frac{1}{4}$  of Section 21 T51N R4W, then south to the SE corner of the W  $\frac{1}{2}$  of Section 33 T51N R4W, then west to the NE corner of the W  $\frac{1}{2}$  of Section 5 T50N R4W, then south to the point where the east edge of the W  $\frac{1}{2}$  of Section 8 T50N R4W meets the Spokane River, then westerly down the Spokane River taking the north channel by the island in Section 8 T50N R4W to the point where the Spokane River touches the eastern border of Section 12 T50N R4W, then south to the SE corner of the N  $\frac{1}{2}$  of Section 24 T50N R5W, then west to the SE corner of the NW  $\frac{1}{4}$  of Section 23 T50N R5W, then south to the SE corner of the SW  $\frac{1}{4}$  of said section, then west to the NE corner of the W  $\frac{1}{2}$  of Section 28 T50N R5W, then south to the SE corner of the W  $\frac{1}{2}$  of said Section, then west to the SW corner of said section, then south to the SE corner of Section 32 T50N R5W, then east to the NE corner of Section 4 T49N R5W, then south to the SE corner of the N  $\frac{1}{2}$  of Section 9 T49N R5W, then west to the SW corner of the NE  $\frac{1}{4}$  of Section 8 T49N R5W, then north to the SW corner of the NE  $\frac{1}{4}$  of Section 5 T49N R5W, then west to the SW corner of the N  $\frac{1}{2}$  of Section 1 T49N R6W, then north to the NW corner of Section 36 T51N R6W, then east to the NW corner of Section 32 T51N R5W, then north to the SW corner of the NW  $\frac{1}{4}$  of Section 20 T50N R5W, then east to the SE  $\frac{1}{4}$  of the NW  $\frac{1}{4}$  of said Section, then north to the point of beginning.

Erin Butler  
Clerk of the Board  
PH: 773-1658  
FX: 773-3218  
ebutler@sd273.com

STATE DEPARTMENT OF EDUCATION

APRIL 16, 2015



ENGINEERS • SURVEYORS • PLANNERS

**EXHIBIT "A"**

ALL THAT CERTAIN REAL PROPERTY SITUATE IN THE CITY OF COEUR D'ALENE, COUNTY OF KOOTENAI, STATE OF IDAHO, DESCRIBED AS FOLLOWS;

THE NORTHWEST QUARTER OF SECTION 28, TOWNSHIP 51 NORTH, RANGE 4 WEST, BOISE MERIDIAN, IDAHO, AS SHOWN ON THAT PLAT ENTITLED, "THE LANDINGS AT WATERFORD SIXTH ADDITION," SAID PLAT BEING RECORDED IN THE OFFICE OF THE RECORDER OF THE COUNTY OF KOOTENAI IN BOOK 'K' OF PLATS AT PAGE 349 (INSTRUMENT # 2333774000), MORE PARTICULARLY DESCRIBED AS FOLLOWS;

COMMENCING AT THE NORTHWEST CORNER OF SAID SECTION 28, SAID CORNER BEING ALSO THE TRUE POINT OF BEGINNING OF THAT PROPERTY HEREINAFTER DESCRIBED, SAID CORNER BEING MONUMENTED WITH A 2-1/2" ALUMINUM CAP PER CP&F 1830987;

THENCE ALONG THE NORTH SECTION LINE SOUTH 89°01'29" EAST A DISTANCE OF 2652.65 FEET TO THE NORTH QUARTER CORNER OF SAID SECTION 28 MARKED WITH A 5/8 INCH REBAR PER CP&F 1642845;

THENCE LEAVING SAID NORTH SECTION LINE SOUTH 01°22'02" WEST A DISTANCE OF 2657.67 FEET TO THE CENTER QUARTER CORNER MARKED WITH A 2" BRASS CAP PER CP&F 1790756;

THENCE NORTH 88°56'16" WEST A DISTANCE OF 2639.53 FEET TO THE WEST QUARTER CORNER MARKED WITH A 5/8" REBAR WITH AN ILLEGIBLE CAP PER CP&F 975684;

THENCE ALONG THE WEST SECTION LINE NORTH 01°05'05" EAST A DISTANCE OF 2653.60 FEET TO THE TRUE POINT OF BEGINNING;

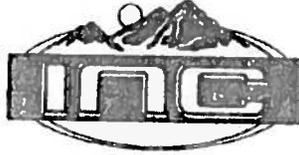
CONTAINING 160 ACRES OF LAND, MORE OR LESS, AND CONSISTING OF VARIOUS INDIVIDUAL PARCELS, TRACTS, EASEMENTS, AND RIGHTS OF WAY.



OCTOBER 28, 2014



STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015



ENGINEERS • SURVEYORS • PLANNERS

October 29, 2014

Job No. 14-0052

WEST LANDINGS ANNEXATION COMMITTEE  
c/o e-mails only  
Coeur d'Alene, Kootenai County, Idaho

ATTN: Jon Froderberg, Chair

RE: Revised School District Legal Descriptions  
Post Falls School District Number 273  
Coeur d'Alene School District Number 271

Dear Mr. Froderberg:

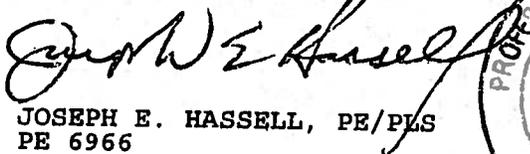
As you know, I have prepared a legal description of the property to be excised from Post Falls and simultaneously annexed to Coeur d'alene. This description was signed and sealed by me in accordance with the requirements of Idaho Statute 33-308(2)(a).

The attached descriptions, one for each school district, were prepared 'by others'. The revisions to each description are highlighted in yellow. Those revisions reflect the appropriate changes to each description for the land exchange between districts.

Although I have not reviewed the entire descriptions and I did not actually prepare the revisions, it is my professional opinion the revisions highlighted in yellow accurately depict the addition/omission of the Landings property which was described in my legal description.

If you have any further question or comment on this matter feel free to contact our office at your earliest convenience.

Very Truly Yours,  
Inland Northwest Consultants

  
JOSEPH E. HASSELL, PE/PLS  
PE 6966



JEH:slf

cc: e-mailed to recipients

14-0052-oda school district.let



## STATE DEPARTMENT OF EDUCATION

APRIL 16, 2015

~ Coeur D'Alene School District (CURRENT - AS AMENDED) ~

Coeur d'Alene School District No. 271

THE BOARD OF TRUSTEES

1000P

Boundaries of the Coeur d'Alene School District No. 271

Beginning at the north  $\frac{1}{4}$  corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north  $\frac{1}{4}$  corner of Sec. 4, said township and range; thence north approximately  $1\frac{1}{2}$  miles to the center of Sec. 28, Twp. 51 N, R 4 WBM; thence west approximately  $\frac{1}{2}$  mile to the west  $\frac{1}{4}$  corner of Sec. 28, said township and range; thence north approximately  $\frac{1}{2}$  mile to the SW corner of Sec. 21, said township and range; thence east approximately  $\frac{1}{2}$  mile to the south  $\frac{1}{4}$  corner of Sec. 21, said township and range; thence north approximately  ~~$2\frac{1}{4}$  miles~~  $\frac{1}{2}$  mile to the center of Sec. 21, ~~Twp. 51 N, R 4 WBM~~ said township and range; thence east approximately  $\frac{1}{2}$  mile to the east  $\frac{1}{4}$  corner of Sec. 21, said township and range; thence north approximately  $\frac{3}{10}$  mile to a point on the existing North right-of-way line of Robison Avenue thence along said North right-of-way line, N  $88^{\circ} 35' 46''$  W a distance of 628.61 feet to a point; thence leaving said right-of-way, N  $00^{\circ} 49' 57''$  E a distance of 973.13 feet to a point; thence, S  $88^{\circ} 30' 58''$  E a distance of 628.61 feet to the existing West right-of-way of Atlas Road; thence north approximately  $\frac{9}{10}$  mile to the SW corner of Sec. 10, said township and range; thence east approximately  $1\frac{1}{2}$  miles to the south  $\frac{1}{4}$  corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately  $\frac{1}{2}$  mile to the east  $\frac{1}{4}$  corner of said Sec. 11; thence north approximately  $\frac{1}{4}$  mile to the NW corner of the SW  $\frac{1}{4}$  of the NW  $\frac{1}{4}$  of Sec. 12, said township and range; thence east approximately  $\frac{1}{2}$  mile to the NE corner of the SE  $\frac{1}{4}$  corner of the NW  $\frac{1}{4}$  of said Sec. 12; thence north approximately  $\frac{1}{4}$  mile to the center of Sec. 1, said township and range; thence east approximately  $\frac{1}{2}$  mile to the east  $\frac{1}{4}$  corner of said Sec. 1; thence north approximately  $\frac{1}{2}$  mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east  $3\frac{1}{4}$  miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately  $2\frac{3}{4}$  miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east  $14\frac{1}{4}$  miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW  $\frac{1}{8}$  of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately  $8\frac{3}{4}$  miles to the north  $\frac{1}{4}$  corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south  $\frac{1}{4}$  corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately  $\frac{1}{2}$  mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately  $\frac{1}{2}$  mile to the west  $\frac{1}{4}$  corner of said Sec. 15; thence west approximately  $1\frac{1}{2}$  miles to the center of Sec. 17, said township and range; thence north approximately  $1\frac{1}{2}$  miles to the south  $\frac{1}{4}$  corner of Sec. 5, said township and range; thence west  $1\frac{1}{2}$  miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately  $2\frac{1}{2}$  miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5

1000P-1

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately 1½ miles to the west ¼ corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexations approved and effective December 12, 2002 and December 27, 2012.

**Policy History:**

Adopted on: November 4, 2013

Revised on:

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

~ Post Falls School District (AS AMENDED) ~

**Post Falls School District No. 273**

**Legal District Boundary Description**

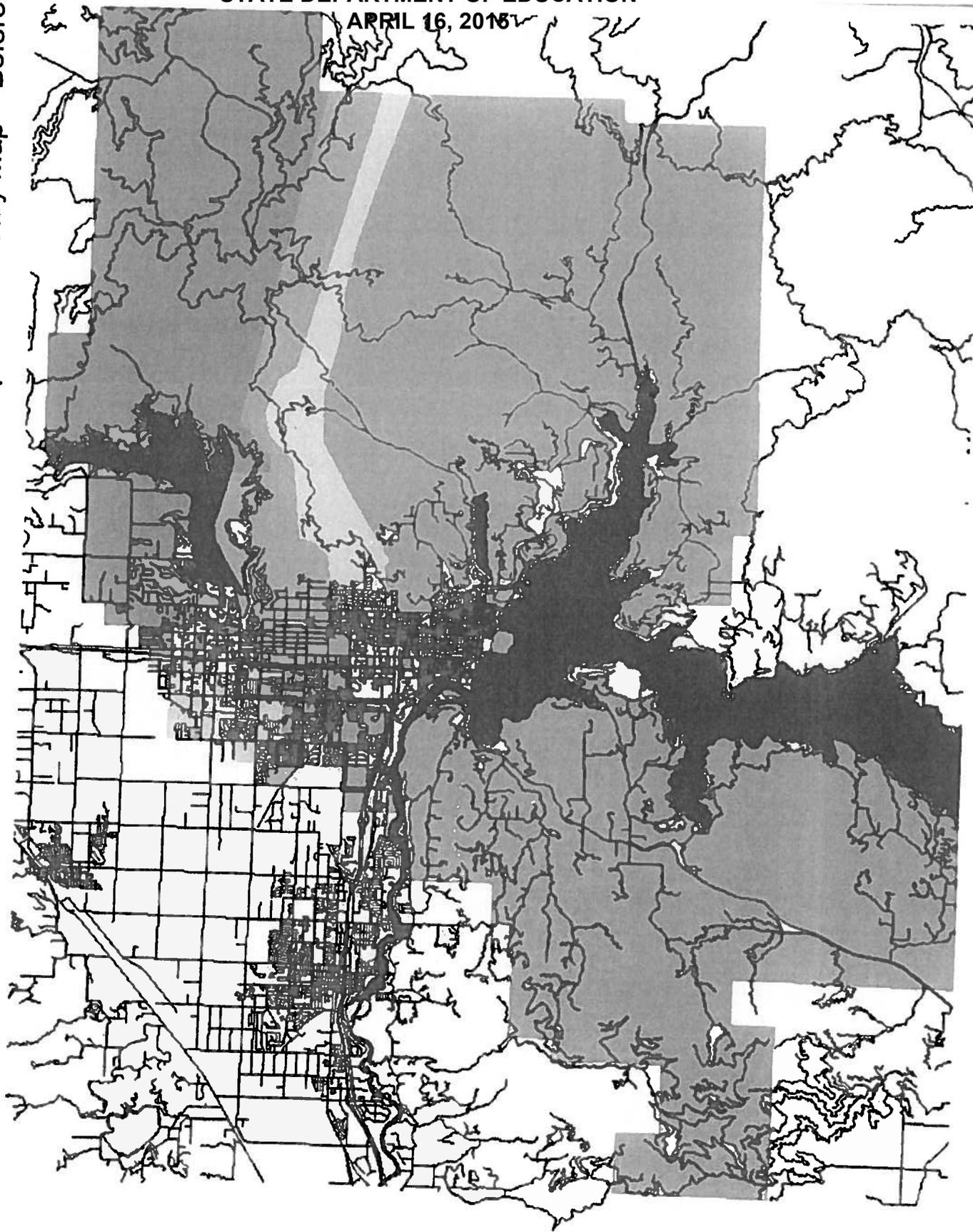
February 1, 2011

Beginning at the NW corner of the NE  $\frac{1}{4}$  of Section 20 T51N R5W and going east to the NE corner of Section 24 T51N R5W, then south to the NE corner of the S  $\frac{1}{2}$  of said section, then east to the NE corner of the SW  $\frac{1}{4}$  of Section 21 T51N R4W, then south to the NE corner of the W  $\frac{1}{2}$  of section 28 T51N R4W, then west to the NW corner of said section, then south to the NW corner of the S  $\frac{1}{2}$  of said section, then east to the NE corner of the SW  $\frac{1}{4}$  of said section, then south to the SE corner of the W  $\frac{1}{2}$  of Section 33 T51N R4W, then west to the NE corner of the W  $\frac{1}{2}$  of Section 5 T50N R4W, then south to the point where the east edge of the W  $\frac{1}{2}$  of Section 8 T50N R4W meets the Spokane River, then westerly down the Spokane River taking the north channel by the island in Section 8 T50N R4W to the point where the Spokane River touches the eastern border of Section 12 T50N R4W, then south to the SE corner of the N  $\frac{1}{2}$  of Section 24 T50N R5W, then west to the SE corner of the NW  $\frac{1}{4}$  of Section 23 T50N R5W, then south to the SE corner of the SW  $\frac{1}{4}$  of said section, then west to the NE corner of the W  $\frac{1}{2}$  of Section 28 T50N R5W, then south to the SE corner of the W  $\frac{1}{2}$  of said Section, then west to the SW corner of said section, then south to the SE corner of Section 32 T50N R5W, then east to the NE corner of Section 4 T49N R5W, then south to the SE corner of the N  $\frac{1}{2}$  of Section 9 T49N R5W, then west to the SW corner of the NE  $\frac{1}{4}$  of Section 8 T49N R5W, then north to the SW corner of the NE  $\frac{1}{4}$  of Section 5 T49N R5W, then west to the SW corner of the N  $\frac{1}{2}$  of Section 1 T49N R6W, then north to the NW corner of Section 36 T51N R6W, then east to the NW corner of Section 32 T51N R5W, then north to the SW corner of the NW  $\frac{1}{4}$  of Section 20 T50N R5W, then east to the SE  $\frac{1}{4}$  of the NW  $\frac{1}{4}$  of said Section, then north to the point of beginning.

Erin Butler  
Clerk of the Board  
PH: 773-1658  
FX: 773-3218  
ebutler@sd273.com

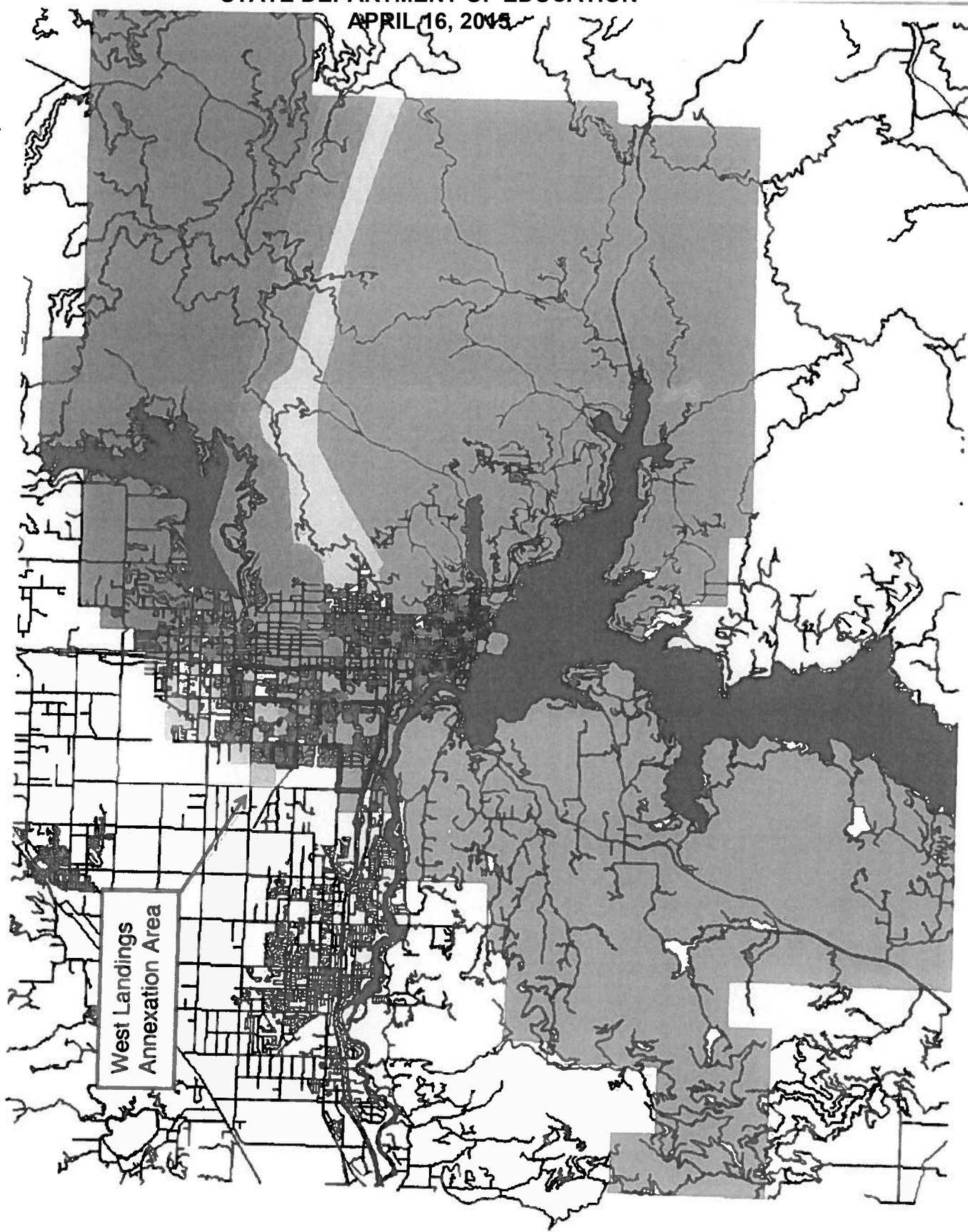
APRIL 16, 2016

Coeur d'Alene School District 271 Complete Boundary Map - Before



APRIL 16, 2015

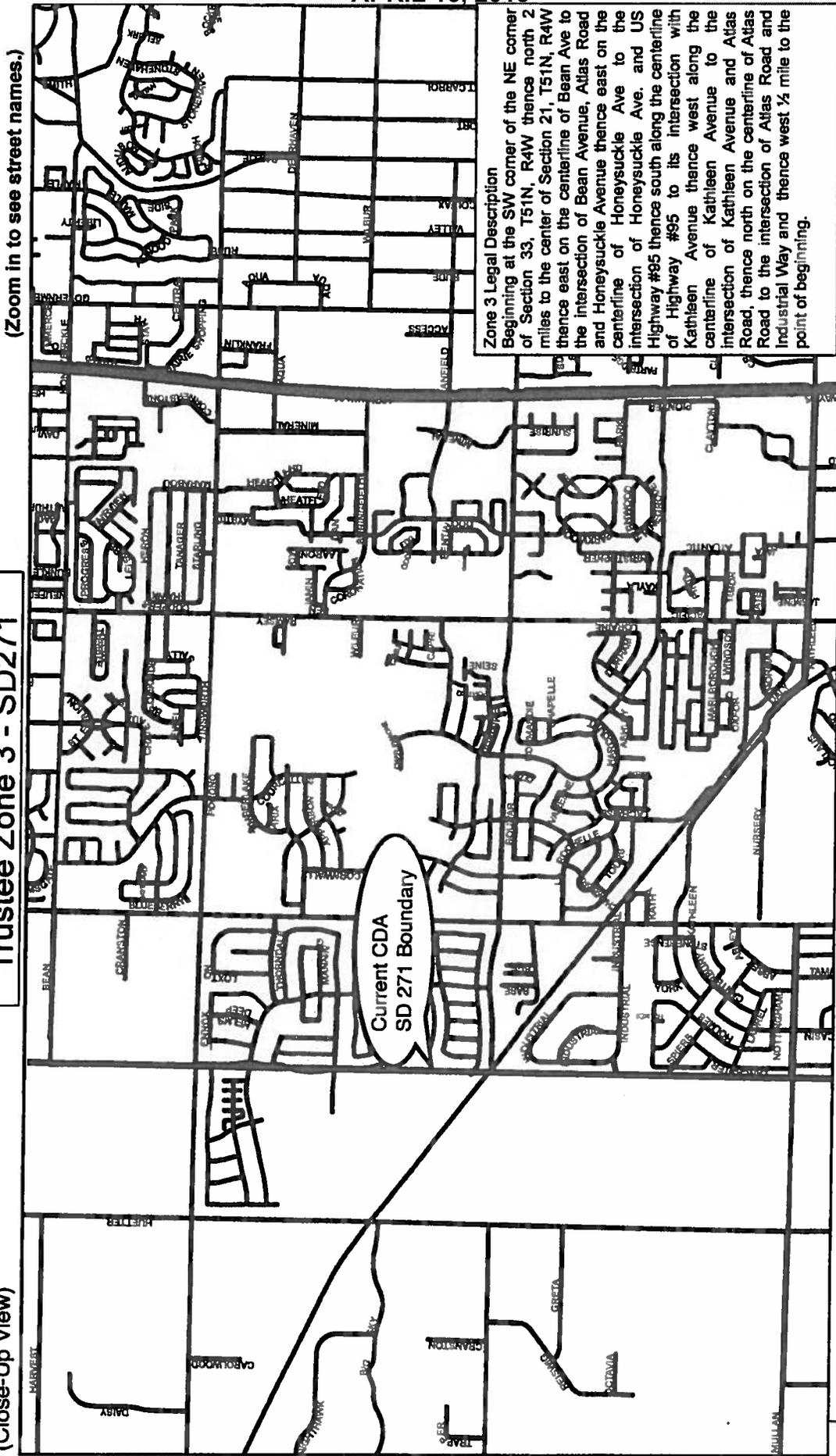
Coeur d'Alene School District 271 Complete Boundary Map - After /



APRIL 16, 2015

CDA SD 271 Boundary Before Annexation  
(Close-Up View)

Trustee Zone 3 - SD271



(Zoom in to see street names.)

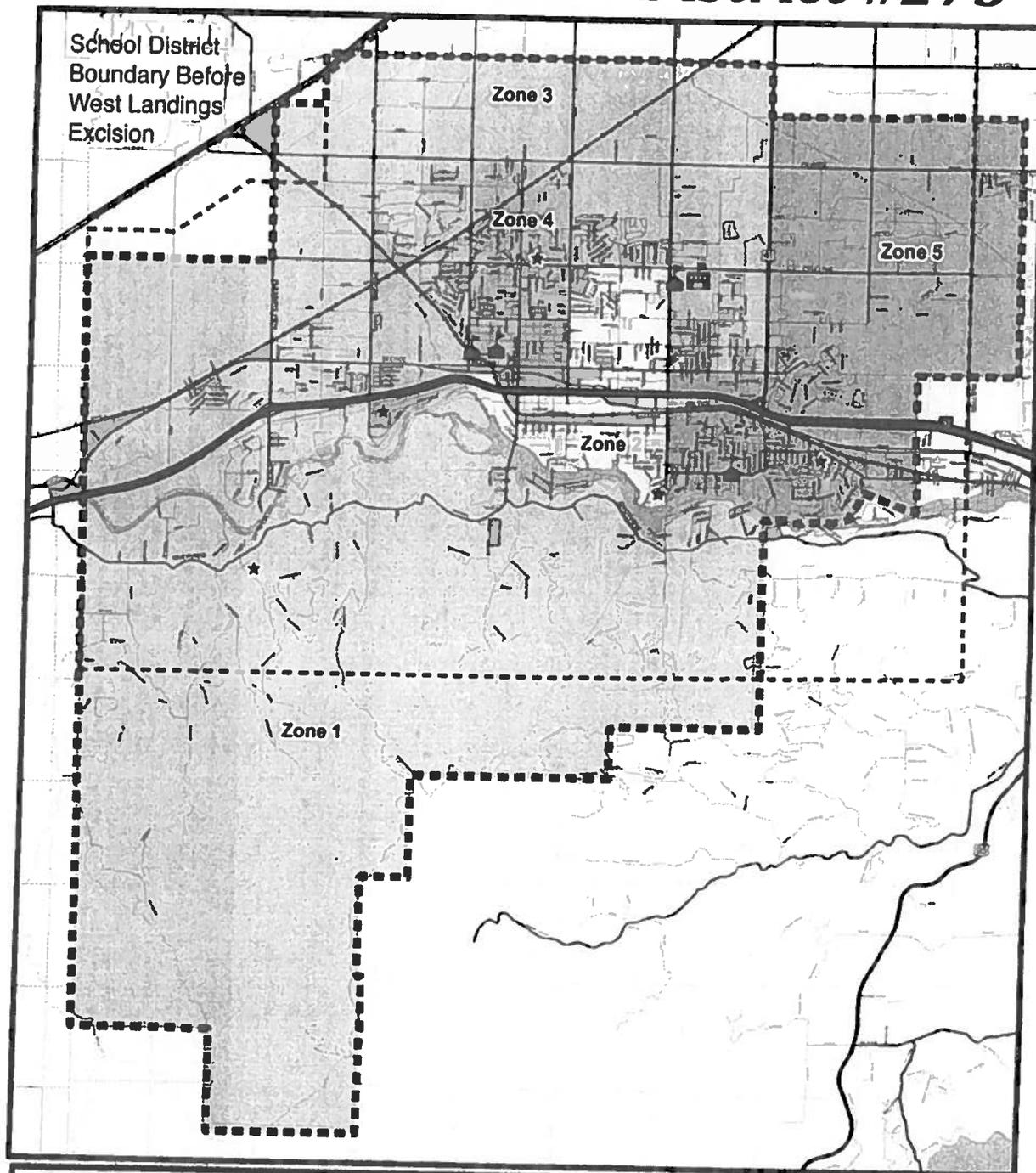
Current CDA  
SD 271 Boundary

This map depicts the boundaries for Trustee Zone 3 of the Coeur d'Alene School District No 271. It is intended to give only a visual representation of that Zone. The legal description takes precedence in all cases. For questions about a specific address and what Trustee Zone it belongs to, you are directed to the Kootenai County Elections office.

This map was prepared by the IT Department of the Coeur d'Alene School District 10/07/2011

APRIL 16, 2015

# Post Falls School District #273



- ★ Trustee Residences
- 🏠 Kindergarten
- 🎓 Elementary School
- 🏫 Middle School
- 🏫 High School
- 📍 Post Falls
- ⬜ Area of City Impact

## Trustee Zone 1



1:60,000  
1 inch = 5,000 feet



### Trustees Zones 2011

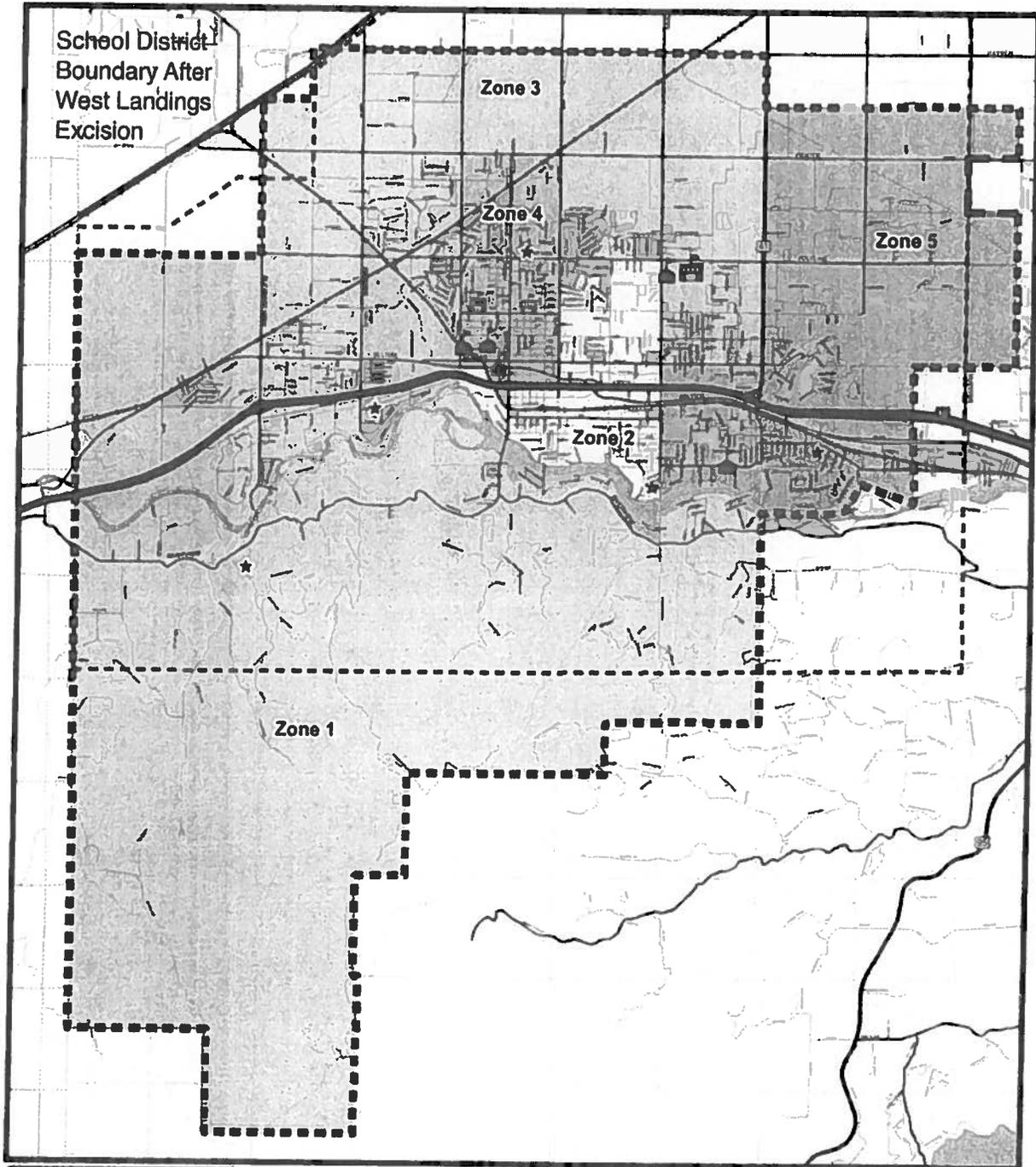
Approx. Total Population: 28,309  
Target Zone Population: 7,290  
(38,300 / 5 Zones)  
Highest Zone: 7,700  
Lowest Zone: 7,000  
Difference = 9%

- Trustee Zone 1  
Population: 7,100
- Trustee Zone 2  
Population: 7,000
- Trustee Zone 3  
Population: 7,300
- Trustee Zone 4  
Population: 7,200
- Trustee Zone 5  
Population: 7,700
- ⬜ District Boundary

J. R. Stravens/Planning Associates, Inc.  
2110 Ironwood Parkway  
Coeur d'Alene, ID 83814  
208.664.0409  
www.jpstravens.com

APRIL 16, 2015

# Post Falls School District #273



- ★ Trustee Residences
- 🎒 Kindergarten
- 🏫 Elementary School
- 🏫 Middle School
- 🏫 High School
- 🏘 Post Falls
- 🏘 Area of City Impact

J. R. Stravens/Planning Associates, Inc.  
 2110 Ironwood Parkway  
 Coeur d'Alene, ID 83814  
 208.664.0409  
 www.jpstravens.com

1:80,000  
 1 inch = 5,000 feet



### Trustees Zones 2011

- Highest Zone: 1,700
- Lowest Zone: 7,000
- Difference: 5%
- Trustee Zone 1  
Population: 7,100
- Trustee Zone 2  
Population: 7,000
- Trustee Zone 3  
Population: 7,300
- Trustee Zone 4  
Population: 7,200
- Trustee Zone 5  
Population: 7,700
- District Boundary

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

From: Megan Bircher mbircher@kcgov.us  
Subject: Registered Voter Inquiry  
Date: September 23, 2014 at 10:36 AM  
To: Jon Froderberg jon.froderberg@gmail.com  
Cc: Carrie Phillips cphillips@kcgov.us

Mr. Froderberg,

I have attached a Street Voter List for your convenience. This is a list of every registered voter in your precinct by street. After looking at a map of the area you have mentioned I compared the number of voters on each street in that area and came up with 309 registered voters. Please let me know if I can be of further assistance or if you have any questions.

Sincerely,

Megan Bircher  
Senior Elections Clerk - Kootenai County  
Phone: 208-446-1036  
Fax: 208-446-2184

-----Original Message-----

From: Jon Froderberg [mailto:jon.froderberg@gmail.com]  
Sent: Wednesday, September 17, 2014 8:59 PM  
To: Carrie Phillips  
Cc: Megan Bircher  
Subject: Re: Contact from Website for Elections

Good evening Carrie,

Can you tell me the quantity of voters inside the area bounded by Praine Ave on the north, Carrington Lane on the east, Huetter Road to the west, and Freeland Drive to the south? Thanks!

Best regards,

Jon

Sent from my iPhone

On Sep 17, 2014, at 3:35 PM, Carrie Phillips <cphillips@kcgov.us> wrote.

Jon,  
Currently there are 37,169 registered voters in the CdA School District  
Please let us know if you have any more questions.

Thanks,

Carrie Phillips  
Elections Manager  
Kootenai County Elections  
Office (208)446-1035  
Fax (208)446-2184

-----Original Message-----

From: jon.froderberg@gmail.com [mailto:jon.froderberg@gmail.com]  
Sent: Wednesday, September 17, 2014 12:29 PM  
To: kcelections  
Subject: Contact from Website for Elections

Name: Jon Froderberg

Address: 7940 North Goodwater Loop  
Coeur d'Alene, ID 83815

Phone: 8019460576

Email: jon.froderberg@gmail.com

Comment: Hello



## Idaho Statutes

TITLE 33  
EDUCATION

CHAPTER 3  
SCHOOL DISTRICTS

33-308. EXCISION AND ANNEXATION OF TERRITORY. (1) A board of trustees of any school district including a specially chartered school district, or one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district, may petition in writing proposing the annexation of the area to another and contiguous school district.

(2) Such petition shall be in duplicate, one (1) copy of which shall be presented to the board of trustees of the district from which the area is proposed to be excised, and the other to the board of trustees of the district to which the area is proposed to be annexed. The petition shall contain:

- (a) The names and addresses of the petitioners;
  - (b) A legal description of the area proposed to be excised from one (1) district and annexed to another contiguous district. Such legal description shall be prepared by a licensed attorney, licensed professional land surveyor or licensed professional engineer professionally trained and experienced in legal descriptions of real property;
  - (c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;
  - (d) The names of the school districts from and to which the area is proposed to be excised and annexed;
  - (e) A description of reasons for which the petition is being submitted; and
  - (f) An estimate of the number of children residing in the area described in the petition.
- (3) The board of trustees of each school district, no later than ten (10) days after its first regular meeting held subsequent to receipt of the petition, shall transmit the petition, with recommendations, to the state department of education.
- (4) The state board of education shall approve the proposal provided:
- (a) The excision and annexation is in the best interests of the children residing in the area described in the petition; and
  - (b) The excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limit then prescribed by law.

If either condition is not met, the state board shall disapprove the proposal. The approval or disapproval shall be expressed in writing to the board of trustees of each school district named in the petition.

(5) If the state board of education shall approve the proposal, it shall be submitted to the school district electors residing in the area described in the petition, at an election held in the manner provided in

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

Statutes

Page 2 of 2

chapter 14, title 34, Idaho Code. Such election shall be held on the date authorized in section 34-106, Idaho Code, which is nearest to sixty (60) days after the state board approves the proposal.

(6) At the election there shall be submitted to the electors having the qualifications of electors in a school district bond election and residing in the area proposed to be annexed:

(a) The question of whether the area described in the petition shall be excised from school district no. ( ) and annexed to contiguous school district no. ( ); and

(b) The question of assumption of the appropriate proportion of any bonded debt, and the interest thereon, of the proposed annexing school district.

(7) If a majority of the school district electors in the area described in the petition, voting in the election, shall vote in favor of the proposal to excise and annex the said area, and if in the area the electors voting on the question of the assumption of bonded debt and interest have approved such assumption by the proportion of votes cast as is required by section 3, article VIII, of the constitution of the state of Idaho, the proposal shall carry and be approved. Otherwise, it shall fail.

(8) If the proposal shall be approved by the electors in the manner prescribed, the board of canvassers shall thereupon promptly notify the state department of education and the affected school districts of such results. The superintendent of public instruction shall make an appropriate order for the boundaries of the affected school districts to be altered, and the legal descriptions of the school districts shall be altered, as prescribed in section 33-307, Idaho Code.

**History:**

[33-308, added 1963, ch. 13, sec. 38, p. 27; am. 1998, ch. 244, sec. 2, p. 804; am. 2009, ch. 107, sec. 2, p. 340; am. 2009, ch. 341, sec. 24, p. 1008; am. 2010, ch. 215, sec. 1, p. 482.]

*The Idaho Code is the property of the state of Idaho and is made available on the Internet as a public service. Any person who reproduces or distributes the Idaho Code for commercial purposes is in violation of the provisions of Idaho law and shall be deemed to be an infringer of the state of Idaho's copyright.*

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO )  
 ) ss  
County of Kootenai County )

To the clerk of Post Falls / Coeur d'Alene Schools <sup>Dist.</sup> taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that J  
signatures on this petition are those of qualified electors. Certified on this 2 day of  
October, 2014.

Signed: Alice A. Studer  
County Clerk or Deputy

County Seal



STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Time L. Cascard	<i>Time L. Cascard</i>	7819 Goodwater Loop	208-704-2847
Auson Cariggs	<i>Auson Cariggs</i>	7731 Goodwater Loop	208-946-0949
Leanne Richmond	<i>Leanne Richmond</i>	7717 Goodwater Loop	208-794-2686
Jerrie Adams	<i>Jerrie Adams</i>	7673 N. Goodwater Loop	208-719-0119
Jeff VonKienst	<i>Jeff VonKienst</i>	7141 N. Goodwater Loop	208-651-0107
Charles Willing	<i>Charles Willing</i>	7766 Chancy Ct	208-699-6448
Karen Athwath	<i>Karen Athwath</i>	7786 Chancy Ct	208-277-5633
Lisa Helgeson	<i>Lisa Helgeson</i>	7820 Quency Ct	208-762-6862
Maria McLeod	<i>Maria McLeod</i>	7858 N. Cavalier Ct	208-818-3517
Leah Powell	<i>Leah Powell</i>	70774 N. Cavalier Ct	208-474-4237
Walt Powell	<i>Walt Powell</i>	7705 N. Merrilock St	360-509-4580
<i>Walt Powell</i>	<i>Walt Powell</i>	Same P	Same P
<i>Walt Powell</i>	<i>Walt Powell</i>	7461 Glazebrook #205	406-370-7291

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO )  
 ) ss  
County of Kootenai County )

To the clerk of Post Falls / Coeur d'Alene School Dist. taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 4  
signatures on this petition are those of qualified electors. Certified on this 2 day of  
October, 2014.

Signed: Grace A Studer  
County Clerk or Deputy

County Seal



STATE DEPARTMENT OF EDUCATION

APRIL 16, 2015

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Holly Cleaves	<i>Holly Cleaves</i>	8020 N Goodwater Loop	208-660-7170
Lisa Hess	<i>Lisa Hess</i>	8100 Goodwater Loop	208-971-2165
Brandi Dasher	<i>Brandi Dasher</i>	8409 Lotze Loop	208-9104-3390
BRANDI HIRSH	<i>Brandi Hirsh</i>	8114 N. Goodwater Loop	208-660-5126
Britta Kullum	<i>Britta Kullum</i>	7652 N Denton #2010	208-699-9992
Patrick Rainy	<i>Patrick Rainy</i>	7845 N Carriington Ln	208-651-9455
Sarah Soble	<i>Sarah Soble</i>	7733 N Carriington	208-340-3822
Janet Staley	<i>Janet Staley</i>	7479 N. Carriington	208-577-2212
Barlene Smith	<i>Barlene Smith</i>	7545 N. Carriington	208-946-9674
Jared Lynn	<i>Jared Lynn</i>	7414 N. Carriington	208-601-3022
Justin Staley	<i>Justin Staley</i>	7419 N. Carriington	208-640-1095
Kevin Perez	<i>Kevin Perez</i>	7403 N Carriington Ln	208 814 0683
Ann Marie Meyer	<i>Ann Marie Meyer</i>	7313 N Carriington Ln	208 391-4060
Dennis Vogel	<i>Dennis Vogel</i>	7626 N. Goodwater Loop	509-844-1580
Tom A. Caetano	<i>Tom A. Caetano</i>	7819 Goodwater Loop	208-704-2647

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO )  
 ) ss  
County of Kootenai County )

To the clerk of Post Falls / Coeur d'Alene School Dist taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 7  
signatures on this petition are those of qualified electors. Certified on this 2 day of  
October, 2014.

Signed: Grace A. Stucker  
County Clerk or Deputy

County Seal



STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Dana Ballouville	<i>Dana Ballouville</i>	4250 Wirth Dr CDN ID 88875	208-446-4860
Greg Abernathy	<i>Greg Abernathy</i>	4279 Wirth Dr	208-355-5138
<del>Alicia Ballouville</del>	<del><i>Alicia Ballouville</i></del>	4255 W. Wirth Dr.	208-635-5447
Glen BAKKEL	<i>Glen BAKKEL</i>	4229 W. WIRTH DR	208-559-2779-9035
Glen Kitzelman	<i>Glen Kitzelman</i>	4201 W. WIRTH DR	208-699-0281
Dawn Prestis	<i>Dawn Prestis</i>	4901 Wirth Dr	208-818-5359
Ashley Finata	<i>Ashley Finata</i>	4145 Wirth Dr	516-578-5605
BILL OSTAFIN	<i>Bill Ostafin</i>	4111 WIRTH DR.	208-772-7090
<del>Paul Brossell</del>	<del><i>Paul Brossell</i></del>	4074 WIRTH DR	208-762-4714
Paul Brossell	<i>Paul Brossell</i>	4136 WIRTH DR	208-818-8241
ED ACUZE	<i>Ed Acuze</i>	4184 W. WIRTH DR.	208-297-5793
Greg MALL	<i>Greg Mall</i>	4212 W. WIRTH DR	208-753-1459
Dennis J. Johnson	<i>Dennis J. Johnson</i>	4258 W. Wirth Dr	208-771-2882
Notassya Hiller	<i>Notassya Hiller</i>	4310 WIRTH DR	208-814-7228
Alicia Agsson	<i>Alicia Agsson</i>	4404 WIRTH DR	208-661-6566

34

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO )  
 ) ss  
County of Kootenai County )

To the clerk of Post Falls / Coeur d'Alene School Dist. taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 9  
signatures on this petition are those of qualified electors. Certified on this 2 day of  
October, 2014.

Signed: Grace A Steuder  
County Clerk or Deputy

County Seal



STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Gavin Hoffer	<i>Gavin Hoffer</i>	7749 Fairborne Ln Lone & Alice, 83815	208-818-4047
Erin Peterson	<i>Erin Peterson</i>	4699 Wirth Dr. Logan, UT 84042	208-772-5510
Rose Peterson	<i>Rose Peterson</i>	4725 Wirth Dr CDA	208-661-9013
<del>Angela Lee</del>	<del><i>Angela Lee</i></del>	<del>4151 Wirth Dr. CDA</del>	<del>208-660-0706</del>
Brian Mires	<i>Brian Mires</i>	4673 Wirth Dr. CDA	208-755-1418
Das Marshall	<i>Das Marshall</i>	4639 Wirth Dr. CDA	529-941-4162
John Reed	<i>John Reed</i>	4613 W. Wirth Dr. CDA	208-762-4491
Kathleen Nix	<i>Kathleen Nix</i>	4583 Wirth Dr. CDA	888-301-5954
THOMAS NIX	<i>Thomas Nix</i>	4583 Wirth Dr. CDA	(888) 301-5954
Donna D. Simpson	<i>Donna D. Simpson</i>	4433 Wirth Dr. CDA	208-772-6817
Dorithiana Dawson	<i>Dorithiana Dawson</i>	4381 Wirth Dr. CDA	208-819-5168
<del>LaTasha Halkason</del>	<del><i>LaTasha Halkason</i></del>	<del>4528 Wirth Drive, CDA</del>	<del>208-956-2694</del>
TERRI WALKER	<i>Terri Walker</i>	4355 Wirth Drive CDA 83815	360-870-1080
MIKE BLESSINS	<i>Mike Blessins</i>	4307 W Wirth Dr CDA 83815	208-735-6498
Todd Bellefleur	<i>Todd Bellefleur</i>	4286 W. Wirth Dr. CDA 83815	209-991-9769

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO                    )  
  ) ss  
County of Kootenai County        )

To the clerk of Post Falls / Coeur d'Alene School Dist taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 2  
signatures on this petition are those of qualified electors. Certified on this 2 day of  
October, 2014.

Signed: *Grace A. Studer*  
County Clerk or Deputy

County Seal



STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
DIANNA HIGHT	[Signature]	4657 W. Pearestover	402-686-9808
Timmy Conroy	[Signature]	4567 W. Princeton Lane	(208) 582-0398
Elizabeth Alvert	[Signature]	4668 W. Princeton Lane CDA 83815	619-997-6952
Devora Breen	[Signature]	4668 W. Princeton Lane cda 83815	208-635-2825
Rhonda Oliver	[Signature]	4726 Long Meadow Dr. CDA 83815	208-964-2345
Lon Singleton	[Signature]	4688 W. Long Meadow Dr. CPA 83815	208-464-8100
John Hight	[Signature]	4400 2016 Meadow D 83815	818-1056
PATTI STRASSER	[Signature]	4432 Long Meadow Dr. 83815	762-9286
Judy Hammontra	[Signature]	4352 Long Meadow Dr. 83815	898-4416
Jessie Bessert	[Signature]	4332 Long Meadow Dr. 83815	808-819-6577
Bryce Y. Covey	[Signature]	4332 Long Meadow Dr. 83815	208-242-4650
Ashley Johnson	[Signature]	4370 Backwood Dr. 83815	808-215-1918
BEARNE DINE KINNEY	[Signature]	4390 Perimeter Ave 83815	208-714-2323

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO                    )  
  ) ss  
County of Kootenai County        )

To the clerk of Post Falls/Coeurd'Alene School Dist taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 1  
signatures on this petition are those of qualified electors. Certified on this 2 day of  
October 2014.

Signed: Grace A Studer  
County Clerk or Deputy

County Seal



STATE DEPARTMENT OF EDUCATION  
 APRIL 16, 2015

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Amelia Steass	<i>[Signature]</i>	4426 Bardwell Dr	801-425-1291
Emigene delCanto	<i>[Signature]</i>	4401 Bardwell Dr	208-818-2107
Rita Williams	<i>[Signature]</i>	7774 Balha Dr	208-755-4915
Tim Monbrar	<i>[Signature]</i>	7848 Salita	208 819-7671
Volanda Beck	<i>[Signature]</i>	7900 Banning Ln	208-661-8634
Danielle Wright	<i>[Signature]</i>	7842 Banning Ln	208 654-5427
Charles Kubesch	<i>[Signature]</i>	406 Tiscand Ln #206	(541) 645-0253
Brittany Holt	<i>[Signature]</i>	40010 Trafford Ln. #200	(208) 1008-3881
Kathryn N Thresher	<i>[Signature]</i>	7565 Devton Ln # 102	208 635-5745
Janet L. Nelson	<i>[Signature]</i>	7656 Devton L. #101	208/219/2052
Mimi Burman	<i>[Signature]</i>	7050 Devton Ln # 202	208-1100-8857
Walter Goldanz	<i>[Signature]</i>	7692 N. Devton Ln # 203	208-889-9213
Janet Gage	<i>[Signature]</i>	7692 N Devton Ln # 204	208-761-6862

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO                    )  
  ) ss  
County of Kootenai County        )

To the clerk of Post Falls / Coeur d'Alene School Dist taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 8  
signatures on this petition are those of qualified electors. Certified on this 2 day of  
October, 2014.

Signed: Grace A Studer  
County Clerk or Deputy

County Seal



STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Kimberley Seitz		7475 Fairborne Lane CDA 20 8184	661-8778
Student Anderson		7659 Fairborne CDA 83815	406 498 1495
Beina Meier		7773 N Fairborne Ln CDA 83815	208-651-2937
Jaimi Curti		7801 N. Fairborne Ln CDA 83816	208-771-5880
Russell Symbol		4765 W. Wirth Dr. CDA 83815	208-659-4185
Theresa Symbol		" " " "	208-667-1466
Chris Lauri		7878 Fairborne Lane, CDA 83815	208-771-5240
Angie Stork		7454 Fairborne Ln. CDA 83815	208-277-8978
Kelly Gill		7810 Fairborne Lane CDA 83815	208 691 4339
Jim Moore		7768 Fairborne Lane CDA 83815	208-755-5946
Loree Fowler		7746 Fairborne, Cda 83815	208 651-3470
Penelope Davis		7722 N Fairborne Ln, CDA 83815	248 568-9664
Paul Jones		7723 Fairborne Ln	208 610-6842
<del>880 N Agency Hill</del>	<del></del>	4726 W Princeton Lane CDA 108815	208 <del>661-1154</del>

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO )  
 ) ss  
County of Kootenai County )

To the clerk of Post Falls / Coeur d'Alene School Dist taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 4  
signatures on this petition are those of qualified electors. Certified on this 2 day of  
October, 2014.

Signed: Grace A. Studer  
County Clerk or Deputy

County Seal



STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone#
WYATT BOATE		4751 W PELACETOWN LN	208-660-1865
DAN BOULES		4723 PINECRESTOWN LN	208-660-1865
JUDY SHOENRKE		7522 N DOWNING LANE	408-964-5446
MILISSA NORMAN		7450 N. Downing Lane	208-215-1911
Amanda Rayner		7414 N. Downing Ln	530-410-9439
A.N. MYERS		7312 N Downing Ln	108-431-8223
Gregg Haddick		1949 Freeland Dr	860-333-9571
NOVELL HADDICK		" "	208-901-0599
BRIAN KUENKE		1995 FREELAND DR	208-762-7861
BEN McSAUGHNEY		2135 W Freeland Dr	208-659-7016
DAYTON BURKHUM		2179 W Freeland Dr	208-191-2407
Linda Northrop		2192 Freeland Dr.	208 699-1181
ADA ROUSE		2104 Freeland Dr.	208-755-4885
Jacelyn Johnson		4601 W Long Meadow Dr.	200-509-7290
Randi Spry		8130 N. Occident Loop	254-371-0394

-8am

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO )  
 ) ss  
County of Kootenai County )

To the clerk of Post Falls / Coeur d'Alene School Dist taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 2  
signatures on this petition are those of qualified electors. Certified on this 2 day of  
October, 2014.

Signed: Grace A Studer  
County Clerk or Deputy

County Seal



STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Sandra Gibson	Sandra Gibson	8611 W. Goodwater Loop	772-4624
William Gibson	William Gibson	8611 N Goodwater Loop CDA	772-4624
ELVIRA CORNEJO	Elvira Cornejo	1925 N. Goodwater Loop CDA	635-5224
Cornejo, Elvira	Elvira Cornejo	7967 N. Goodwater Loop CDA	(415) 585-2965
Bobby Gibson	Bobby Gibson	7953 N. Goodwater Loop CDA	888-772-4524
Jessica Giesbrecht	Jessica Giesbrecht	7907 N. Goodwater Loop, CDA	208-446-7435
Danny Giesbrecht	Danny Giesbrecht	7503 N Goodwater Loop CDA	505-800-0119
Sherry Giesbrecht	Sherry Giesbrecht	7895 W. Goodwater Loop CDA, ID	(208) 704-2425
Travis Giesbrecht	Travis Giesbrecht	7920 Goodwater Loop CDA, ID	208-681-3519
Diane Froderberg	Diane Froderberg	7940 Goodwater Loop CDA, ID	(801) 953-5288
Karenhacker	Karenhacker	8204 N. Goodwater Loop CDA ID	(862) 279-3342
JON FRODERBERG	Jon Froderberg	7940 GOODWATER LP CDA, ID 83815	801 940 0578
DAISY GLEAVES	Daisy Gleaves	RURD N GOODWATER LP, CDA 83815	208-660-7170

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO                    )  
  ) ss  
County of Kootenai County        )

To the clerk of Post Falls + Coeur d'Alene School District taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 4  
signatures on this petition are those of qualified electors. Certified on this 2 day of  
October, 2014.

Signed: [Signature]  
County Clerk of Deputy

County Seal



STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Heidi Day	<i>Heidi Day</i>	7905 Balta Ln. Cda 1d 83815	208-446-1754
Trey Wood	<i>Trey Wood</i>	7901 Balta Ln CD# ID 83815	208-651-3589
Heather Wood	<i>Heather Wood</i>	7904 Balta Lane (DA, ID 83815	208-161-4017
Jensen Miller	<i>Jensen Miller</i>	4464 Long Meadow Dr Coeur d'Alene, ID 83815	208-215-8885
Anna Brumby	<i>Anna Brumby</i>	4440 W Long meadow Dr Coeur d. Alene ID 83815	608-1601-3876
Brett Fink	<i>Brett Fink</i>	4374 Long Meadow Dr. CD# 1A 83815	208-640-9543
Joe Noonan	<i>Joe Noonan</i>	4333 Long Meadows	---
Randi Brubaker	<i>Randi Brubaker</i>	4351 Long Meadows	775-304-2738
Catherine Brubaker	<i>Catherine Brubaker</i>	..	..
Guthrie Herz	<i>Guthrie Herz</i>	4445 Long meadow dr	479-244-1715
Chris Culmore	<i>Chris Culmore</i>	4465 Long meadow dr	509-768-7878
Alexis M. Slyke	<i>Alexis M. Slyke</i>	4465 Long Meadows Dr	509-481-8253
Mike Miles	<i>Mike Miles</i>	4465 W. Durwin Cr 7877	(208) 916-5754

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO                    )  
  ) ss  
County of Kootenai County        )

To the clerk of Post Falls/Coeur d'Alene School District taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 17  
signatures on this petition are those of qualified electors. Certified on this 2 day of  
October, 2014.

Signed: [Signature]  
County Clerk or Deputy

County Seal



STATE DEPARTMENT OF EDUCATION

APRIL 16, 2015

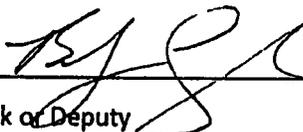
West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Tess Garcia	<i>Tess Garcia</i>	43010 Long meadows Drive	208-714-1813
Paul Rutherford	<i>Paul Rutherford</i>	4690 Myrtle Dr CDA	208-818-6085
Hannah Preston	<i>Hannah Preston</i>	4332 LONG MEADOW DR	208 819-6797
Eric Paul	<i>Eric Paul</i>	4554 BARDEWELL DR.	208-819-2120
SETH BAKER	<i>Seth Baker</i>	4704 BARDEWELL DR	206-617-7143
DANSON MCPHERSON	<i>Danson McPherson</i>	4050 W BARDEWELL DR.	208-277-5773
Carri Kuenegel	<i>Carri Kuenegel</i>	4634 Bardwell Dr.	208-512-4118
Adam Shanley	<i>Adam Shanley</i>	4612 Bardwell Dr.	208-772-7344
Angela Swanson	<i>Angela Swanson</i>	7897n Balta Ln Cda	(208) 659-9356
Debra Jim Spive	<i>Debra Jim Spive</i>	7903 Banning Str.	
Tom Decker	<i>Tom Decker</i>	7831 Emery Ln CDA	(208) 91-9556
Shirley Miller	<i>Shirley Miller</i>	7805 Banning Lane, CDA	(208) 659-8706
Karen ZAYO	<i>Karen Zayo</i>	7753 BANNING LANE	208-755-1108
Travis Alkerson	<i>Travis Alkerson</i>	7781 Banning Lane CDA	208-661-2736
Amy K. Adkisson	<i>Amy K. Adkisson</i>	7781 Banning Lane CDA	208-661-2376

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO                    )  
  ) ss  
County of Kootenai County        )

To the clerk of Post Falls/Sd Coeur d'Alene School District taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 2  
signatures on this petition are those of qualified electors. Certified on this 2 day of  
October, 2014.

Signed:   
County Clerk or Deputy

County Seal



STATE DEPARTMENT OF EDUCATION  
 APRIL 16, 2015

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Karen Robinson	<i>[Signature]</i>	1418 N Levee Ct	208 659-6231
Alicia Thibault	<i>[Signature]</i>	7872 " "	208 771 5519
Byron Colby	<i>[Signature]</i>	7862 N Levee Ct	208-208-3116
Mitchell Luero	<i>[Signature]</i>	7853 N Levee Ct	208-459-5761
David Levee	<i>[Signature]</i>	117 N Levee Ct	830 992 5500
Teri Martin	<i>[Signature]</i>	7816 N Levee Ct	208-819-3724
Wendy Blaylock	<i>[Signature]</i>	7814 N Levee Ct	208-651-4432
Jessica Spruce	<i>[Signature]</i>	7919 N. Holyoke rd	—
Dee Smith	<i>[Signature]</i>	7895 N. Holyoke rd.	208 651-6442
Brit Smith	<i>[Signature]</i>	895 N. Holyoke rd	208 657-6492
Natasha Spruce	<i>[Signature]</i>	7881 Holyoke rd	208-416-1528
Richard Mison	<i>[Signature]</i>	7803 Holyoke rd	208-496-7946
Stephanie Alden	<i>[Signature]</i>	7851 N Holyoke Loop CDA-ID 83815	208 691-1342

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO                    )  
  ) ss  
County of Kootenai County        )

To the clerk of Post Falls/Coeur d'Alene School Districts taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 5  
signatures on this petition are those of qualified electors. Certified on this 3 day of  
October, 2014.

Signed:   
County Clerk or Deputy

County Seal



STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

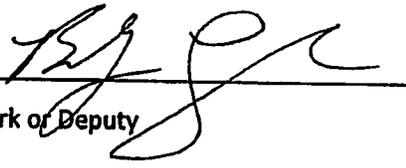
West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Neal Snyder		7841 N. Highway Loop	571-5701821
Mindy Pugh		7831 N. Highway Loop	—
<del>James W. Kason</del>	<del></del>	<del>7821 W. Bayshore Dr</del>	<del>2085699-3197</del>
James W. Kason		7805 N. Market Ct.	208-819-3341
Janevelyn Hite		7805 N. Market Ct.	208-449-7633
Montana Reini		7888 N. Market Ct.	208-691-2104
Steve C. Case		7830 W. Market Ct.	616-510-8589
Scott Fraser		7804 N. Market Ct.	208-818-5622
Martin Calomina		7821 Hilliard Ct	208-661-5872
Jenna Bailey		7821 N. Hilliard Ct	208-722-3716
Jeff Anderson		7833 N. Hilliard Ct.	<del>208-209-2871</del>
Jared Smith		7852 N. Hilliard Ct.	509-844-5547
Laura Smith		7852 N. Hilliard Ct	509-844-5547
Don Hall		7846 N. Hilliard Ct	208-755-0444
Ryan Johnson		4905 W. Meadows Dr	208-202-2222

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO                    )  
  ) ss  
County of Kootenai County        )

To the clerk of Post Falls/Coeur d'Alene School Districts taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 1  
signatures on this petition are those of qualified electors. Certified on this 3 day of  
October, 2014.

Signed:   
County Clerk or Deputy

County Seal



West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Shila Lucas	<i>Shila Lucas</i>	4704 W. Princeton Ln CDA, IA, 83815	208-755-8469
Justin Pois	<i>Justin Pois</i>	4814 W Princeton Ln 83814	208-246-2492
Heleen Pedington	<i>Heleen Pedington</i>	4768 N. Princeton Ln 83815	818-492-0926
Grace P. Pedington	<i>Grace P. Pedington</i>	4768 N. Princeton Ln 83815	626-831-8257
Christy Durling	<i>Christy Durling</i>	4640 Princeton Ln 83815	208-651-9742
Lisa Goodson	<i>Lisa Goodson</i>	4630 W Princeton Ln 83815	208-762-2784
Shirley Chandler	<i>Shirley Chandler</i>	4476 W Princeton Ln 83815	208-635-5589
Bill Sparks	<i>Bill Sparks</i>	4450 W. Princeton Ln 83815	208-762-6989
Matt Hill	<i>Matt Hill</i>	4424 W Princeton Ln 83815	208-666-6094
SUSJin Lund	<i>SUSJin Lund</i>	4505 W Princeton Ln 83815	208-699-1993
Al Bruner	<i>Al Bruner</i>	4115 W Princeton Ln 83815	208-666-6094
Linda Appel	<i>Linda Appel</i>	4681 W. Princeton Ln	208-666-6094
Ariana Gravelle	<i>Ariana Gravelle</i>	4719 W Princeton Ln	208-666-6094
Thomas Hansen	<i>Thomas Hansen</i>	7561 Princeton Ln.	208-666-6094
Seth Soley	<i>Seth Soley</i>	7591 Princeton Ln.	208-666-6094

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO                    )  
  ) ss  
County of Kootenai County        )

To the clerk of Post Falls/Coeur d'Alene School District taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 1  
signatures on this petition are those of qualified electors. Certified on this 3 day of  
October, 2014.

Signed:   
County Clerk or Deputy

County Seal



STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO )  
 ) ss  
County of Kootenai County )

To the clerk of CDA/ Post Falls School District taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 14  
signatures on this petition are those of qualified electors. Certified on this 14 day of  
October, 2014.

Signed: Carrie Phillips  
County Clerk or Deputy



STATE DEPARTMENT OF EDUCATION

APRIL 16, 2015

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Paul Gillilan	<i>Paul Gillilan</i>	4746 W. Princeton Ln.	755-7988
Natalie Gillilan	<i>Natalie Gillilan</i>	4746 W. Princeton Ln.	268-640-9897
<del>M. He. Crookson</del>	<del><i>M. He. Crookson</i></del>	<del>4030 W. Princeton town</del>	<del>308-964-6660</del>
Car. S. Chalkley	<i>Car. S. Chalkley</i>	837 N. Mather Ct	208699-9492
<del>Car. S. Chalkley</del>	<del><i>Car. S. Chalkley</i></del>	<del>837 N. Mather Ct</del>	<del>208699-9492</del>
Cheryl Mitchell	<i>Cheryl Mitchell</i>	7853 N. Hillwood Ct.	771-4033
St. Jim	<i>St. Jim</i>	11	771-4080
Steve Jones	<i>Steve Jones</i>	7821 Quince Court	530-276-4368
Lisa Tanner	<i>Lisa Tanner</i>	7821 Quince Ct	
Carol Johnson	<i>Carol Johnson</i>	784 S. Quince Ct.	308-661-6335
JAMES SHAW	<i>JAMES SHAW</i>	7822 Quince Ct	208-762-0862
Heqnon Melum	<i>Heqnon Melum</i>	2017 D. Freeland Dr.	208-755-7288
Fori Manfomeni	<i>Fori Manfomeni</i>	2226 W. Freeland Dr.	208-290-1474
Chris Leberhag	<i>Chris Leberhag</i>	2230 Freeland Dr.	208-661-7749

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO                    )  
  ) ss  
County of Kootenai County        )

To the clerk of CdA/ Post Falls School District taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 5  
signatures on this petition are those of qualified electors. Certified on this 14 day of  
October, 2014.

Signed: Carrie Phillips  
County Clerk or Deputy



Lacrosse Health & Rehab Ctr

West Landings Annexation into CDA School District  
 Reliab Cir

Printed Name	Signature	Address	Phone
OK Jon FRODERBERG	<i>Jon Froderberg</i>	7940 N Goodwater Ln CDA, ID 83815	801.946.0576
OK DIANE FRODERBERG	<i>Diane F</i>	7940 N Goodwater Ln CDA, ID 83815	801.953.5288
OK SAMIS SQUIER	<i>Samis Squier</i>	7903 Banning Ln	<del>801-541-5560</del> 208-661-5403
OK Arlene G. Meadows	<i>Arlene Meadows</i>	7903 Banning Ln	
OK Jacqueline Montgomerie	<i>Jacqueline Montgomerie</i>	2076 W Fireland Drive, 83815	208-661-5403

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

STATE OF IDAHO )  
 ) ss  
County of Kootenai County )

To the clerk of CDT/Post Falls School Districts taxing  
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 2  
signatures on this petition are those of qualified electors. Certified on this 15 day of  
October, 2014.

Signed: [Signature]  
County Clerk or Deputy

County Seal



Ivy Court





## Coeur d'Alene Public Schools

DISTRICT ADMINISTRATIVE CENTER  
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814

OFFICE 208.664.8241  
FAX 208.664.1748  
www.cdaschools.org

RECEIVED  
MAR - 2 2015  
OFFICE OF THE  
STATE BOARD OF EDUCATION

February 26, 2015

Idaho State Board of Education  
PO Box 83720  
Boise, ID 83720-0037

Dear Board Members,

At an upcoming meeting, you will address a request for annexation of property from Post Falls School District 273 into Coeur d'Alene School District 271. The area is more commonly known as West Landings Subdivision. The public hearing on this matter was skillfully conducted by Edwin Litteneker on January 15. The Findings of Fact, Conclusions of Law and Recommendations were forwarded or will be forwarded to you.

The Coeur d'Alene Board of Trustees, by unanimous vote at their November meeting, approved the petitioners request for annexation. I attended the public hearing and made some statements on behalf of the district that I believe were not fully stated in the hearing officer's recommendation. I would like to take this opportunity to clarify.

I stated that the Coeur d'Alene School District will indeed accept the students who will reside within the area. However, the issue of sufficient capacity is questionable. The area requested to be annexed lies in the Northwest portion of our district which is an area of rapid growth. The schools there are currently at or above capacity. As I reiterated at the meeting, we will ultimately accommodate all students entering our district. I do want to make clear, however, that this will add pressure to possibly shift current attendance zones; students (including in the West Landings) ultimately may have to be bussed to schools that have adequate space.

Thank you for this opportunity to clarify my statements made at the public hearing on this matter. We look forward to hearing the State Board's decision as the process continues to move forward.

Sincerely,

A handwritten signature in blue ink, appearing to read "Matthew J. Handelman".

Matthew J. Handelman  
Superintendent of Schools

MH/lt

**INVEST | INSPIRE | INNOVATE**

We invest in each student to prepare, challenge and advance  
well-educated, resilient and future-ready citizens.

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 16, 2015**

---

**SUBJECT**

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

**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**

**Mathematics Consulting Teacher Endorsement**

The field of mathematics teaching and learning is currently experiencing a tremendous shift toward more rigorous standards, use of assessments that measure conceptual understanding of mathematics, and implementation of research-based instructional practices to help students develop appropriate cognitive and process skills to become creative and efficient mathematical problem solvers. The K-12 Mathematics Consulting Teacher Endorsement prepares teachers to reflect upon and improve their pedagogical and content knowledge skills in mathematics instruction and provides districts with individuals who are trained to assist others in this work.

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

During its January 2015 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed K-12 Mathematics Consulting Teacher Endorsement program offered through Idaho State University. With the conditionally approved status, ISU may admit candidates to the K-12 Mathematics Consulting Teacher Endorsement program, and will undergo full approval once there are program completers.

**IMPACT**

Adoption of the Professional Standards Commission recommendation and approval of Idaho State Universities Mathematics Consulting Teacher Endorsement program as a pathway for earning the Mathematics Consulting Teacher Endorsement will allow the candidates from the program to apply for the endorsement at the successful completion of the program.

**ATTACHMENTS**

Attachment 1 – Mathematics Consulting Teacher Program Proposal      Page 3

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 16, 2015**

---

**STAFF COMMENTS AND RECOMMENDATIONS**

Completers of the program will be eligible for the state Consulting Teacher Endorsement on their teaching certificate. All approved teacher preparation programs must be aligned to the applicable Idaho Standards for Initial Certification of Professional School Personnel. All conditionally approved programs will go through a full review of the program to determine effectiveness and compliance with the state standards once there are sufficient completers to review.

**BOARD ACTION**

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

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

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

Idaho State University  
Mathematics Consulting Teacher Endorsement  
Submitted to the Professional Standards Commission for Approval  
January 22, 2015

**Overview**

Idaho State University (ISU) proposes to create a new self-supporting academic program that will prepare students for the Mathematics Consulting Teacher Endorsement (MCTE). This graduate-level endorsement is intended for practicing teachers who wish to develop the professional skills as well as pedagogical and content knowledge skills necessary to support K-12 teachers and schools in developing students' and teachers' mathematical understanding. The intended goals and outcome for the MCTE are improved pedagogical content knowledge and mathematical knowledge for teaching so that teachers are better positioned to be school or district-based leaders in mathematics education. The field of mathematics teaching and learning is currently experiencing a tremendous shift towards more rigorous standards (i.e, Idaho Core/Common Core Standards), use of assessments that measure conceptual understanding of mathematics (i.e., Idaho State Assessment Test/Smarter Balanced Assessment), and implementation of research-based instructional practices to help students develop appropriate cognitive and process skills to become creative and efficient mathematical problem solvers. As such, Idaho's schools need mathematics teacher leaders who can provide localized and internal support for teachers, schools, and districts in a meaningful manner. ISU's MCTE program will help address this need in the regional areas served by ISU.

The proposed program has its origins in the Idaho State University Regional Mathematics Center, which is charged by the Idaho State Department of Education to provide high-quality professional development in the teaching and learning of mathematics to teachers, schools, and districts in Regions IV, V, and VI; all the regions served by ISU. The roots of the MCTE also go back to the legislation set forth by Idaho, the Idaho Mathematics Initiative, which was also the foundation upon which the Idaho State Department of Education and ISU co-developed the ISU Regional Mathematics Center. The MCTE graduate certificate will provide qualifying K-12 teachers with the skills and knowledge for improving their mathematics instruction as well as the skills necessary to help other teachers further develop effective mathematical teaching practices. As a result, the MCTE certificate program will also provide schools and districts with individuals who have received high quality professional development and mentoring to build the internal capacity of their respective schools and districts.

The design of the ISU MCTE is based on feedback and requests from numerous local school districts in the regions SU serves, including Twin Falls, Idaho Falls, and other districts in south and east Idaho, as well as the Idaho State Department of Education. Even though the ISU Regional Mathematics Centers' Mathematics Specialists have provided substantial support for teachers, schools, and districts across south and east Idaho, they are unable to meet all the needs of these groups; the sheer number of requests, the various levels, and the complexity of mathematics support far exceeds what can be provided by ISU's Regional Mathematics Centers. While the support provided by the ISU Regional Mathematics Centers have proven to be a valuable resource for Idaho's public schools, a more systematic school and district-based coaching approach is needed to ensure timely mathematics support can be available. Teachers,

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

administrators, and superintendents have been asking for highly trained individuals who can assist in the implementation and continued support around the Idaho Core Standards for mathematics. These standards were adopted across Idaho during the 2013-2014 school year and the new Idaho State Assessment Test (ISAT 2.0), based on the work done by the Smarter Balanced Assessment Consortium, and will officially be administered for the first time this year (2014-2015 school year). Idaho's professional educators need further assistance in understanding and implementing these core shifts, with respect to instruction and assessing students understanding of mathematics, in order to appropriately meet the demands and expectations of these new standards and the varied assessment practices needed to sufficiently measure growth in students mathematical thinking and understanding.

To be eligible for the Mathematics Consulting Teacher Endorsement, individuals must demonstrate the competencies specified in the institutional recommendation form required by the Idaho State Department of Education and meet the minimum requirements set forth by the Idaho State Board of Education (IDAPA Rule 08.029.02).

ISU faculty and the staff at the ISU Regional Mathematics Center have worked with the Idaho State Department of Education to provide a state mandated three credit professional development course, Teaching Mathematical Thinking (TMT), for K-12 teachers and administrators in the regional areas serviced by ISU. Recent offerings of this courses have highlighted the need for focused support in the teaching and learning of mathematics and have also created substantial interest in further developing the internal capacity of schools and districts to provide meaningful mathematics support. The ISU graduate certificate/endorsement in the MCTE will provide teachers in south and east Idaho the opportunity to further develop the necessary skills and practices to support other mathematics teachers and will provide teachers the next step in developing their own practice in mathematics through reflection and applied practice. In turn, candidates newly developed, or further refined, skills and understandings of teaching and learning mathematics will provide them the ability to assist colleagues within their schools and districts to further develop their own instructional practices and professional growth. Principles of teaching adult learners and methods for coaching and developing reflective practice will not only be addressed in coursework, but also modeled throughout the program to ensure that each of the teacher leader standards are addressed and assessed.

The coursework (see below for complete list of courses and course descriptions) of the MCTE includes 21 credits of courses work in:

- a) Number and Operations
- b) Algebraic Thinking
- c) Geometry
- d) Measurement & Data Analysis, Probability and Statistics
- e) Action Research
- f) Mathematics coaching and high-leverage mathematics teaching practices
- g) Understanding and supporting change with adult learners

In addition, the coursework for the MCTE can serve as 21 of the 30 credits required to earn a Master's degree from the College of Education at Idaho State University. Local school districts

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

have been quite vocal in expressing their desire for such an endorsement but especially if the MCTE coursework can be applied to an advanced degree.

**Courses and Course Descriptions**

Course Prefix & Number	Course Title	Credits
EDMT 5570	Teaching Mathematical Thinking—Geometry & Measurement (GM)	3
EDMT 5571	Teaching Mathematical Thinking—Number & Operations (NO)	3
EDMT 5572	Teaching Mathematical Thinking—Data Analysis and Statistics (DAS)	3
EDMT 5573	Teaching Mathematical Thinking—Algebraic Reasoning (AR)	3
OLP 5510	Principles of Change	3
EDUC 6614	Pedagogy and Content Knowledge <i>(Mathematical Knowledge for Teaching requirement)</i>	3
EDUC 6651	Field Project in Education	3
<b>Total</b>		<b>21</b>

**EDMT 5570 Teaching Mathematical Thinking-Data Analysis**

This course provides an opportunity to study fundamental mathematical theory underlying the content area of data analysis and statistics and student reasoning of data analysis and statistics topics. Topics will include the nature and uses of data, categorical data and measurement data, appropriate representations of data, basic concepts of probability, and how to draw conclusions from data. Emphasis will be given to developing ideas of student mathematical development, increasing participants' content knowledge, and instructional practices that promote student understanding.

**EDMT 5571 Teaching Mathematical Thinking-Geometry & Measurement**

This course provides an opportunity to study fundamental mathematical theory underlying the content area of geometry and measurement and student reasoning of geometrical topics. Topics will include geometric visualization, composing and decomposing, congruency and similarity, geometric measurement, common units in geometry, basic geometric figures in different dimensions, plane coordinates, transformations, and geometric constructions. Emphasis will be given to developing ideas of student mathematical development, increasing participants' content knowledge, and instructional practices that promote student understanding of mathematics.

**EDMT 5572 Teaching Mathematical Thinking- Algebraic Thinking**

This course provides an opportunity to study fundamental mathematical theory underlying the teaching and learning of number and operation as a foundation for algebra as well as structures of algebraic reasoning. Topics will include meanings of operations and how they relate to one another, computation within the number system as a foundation for algebra, the use of mathematical models, and focusing on student thinking. Emphasis will be given to further developing ideas about teaching multiplicative thinking, proportional reasoning, and algebraic reasoning.

**EDMT 5573 Teaching Mathematical Thinking-Numbers and Operations**

This course provides an opportunity to study fundamental mathematical theory underlying the content area of number and operation and student reasoning of number and operation topics within a framework of a student-centered, problem-based classroom. Topics will include number systems, ways of representing numbers, meanings of operations and how they relate to one another, and computation within the number system. Pedagogical topics

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

will focus on attending to student thinking and reasoning through the use of discourse and questioning, professional noticing, and the effective use of manipulatives or other mathematical tools. **OLP 5510 Principles of Change** Critical analysis and discussion of change management theory, principles of leadership and change, and an in-depth review of principles related to personal change. Includes a review of current issues in managing transitions, leading change. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus

**EDUC 6614 Pedagogy and Content Knowledge**

Investigation of the structure of subject matter knowledge and how it determines pedagogical content. The course will examine philosophical perspectives, models of teaching, and develop contemporary applications.

**EDUC 6630 Advanced Elementary Methods\***

Advanced study of the subject content and teaching methods in grade K-8 programs. The course includes emphasis on development of materials, lesson planning, instructional strategies, assessment, and application of technology for information acquisition, analysis, and presentation by students and teacher

**EDUC 6631 Advanced Secondary Methods\***

Advanced study of the subject content and teaching methods in grade 6-12 programs. The course includes emphasis on development of materials, lesson planning, instructional strategies, assessment and application of technology for information acquisition, analysis, and presentation by students and teacher

**EDUC 6651 Field Project or Case Study in Education**

A field project or case study is completed in conjunction with a field practicum/internship in an educational setting. Written report and oral explication of the project or case study required.

**Alignment to Standards**

The following alignment documents represent the connection between coursework, standards and the types of performance evidence that can be expected at the time of a program approval visit:

- **Core Teacher Standards** are addressed to emphasize the further development and mastery of strong foundational skills necessary to a successful consulting teacher/ teacher leader;
- **Teacher Leader Standards** follow to address the specifics of this endorsement.

**University Contact**

For more information or clarification, please contact:

Dr. Cory Bennett  
Assistant Professor, Mathematics Education  
Idaho Regional Mathematics Center, Director  
NBCT Mathematics, Early Adolescence  
Idaho State University  
921 S. 8th Ave, Stop 8059  
Pocatello, ID 83209-8509  
1-208-282-6058  
benncor3@isu.edu

**Institution:** Idaho State University **Program:** Mathematics Consulting Teacher Endorsement

**Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction**

- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent instruction
- 3c: Engaging Students in Learning

***Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

<p><b>Idaho Content Area Standards</b> <b>For: Core Teacher Standards</b> (Insert appropriate language from content area "<a href="#">Knowledge</a>" standards)</p>	<p><b>Coursework and/or Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)</p>	<p><b>Key Indicators Specific to Content Competencies</b> (Insert language from content area "<a href="#">Performance</a>" standards that demonstrate key indicators)</p>	<p><b>Artifacts &amp; Performance Assessments for the Portfolio</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p><b>#1: Knowledge of Learner Development</b> (Insert appropriate language from content area "<a href="#">Knowledge</a>" standards) 1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.  2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.  3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</p>	<p>EDMT 5570 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7) EDMT 5571 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7) EDMT 5572 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7) EDMT 5573 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7) EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, &amp; 7) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7) OLP 5510 (08.029.02.c.ii.1, 2, &amp; 3)</p>	<p><b>The candidate knows and is able to:</b> 1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.  2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.  3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p>	<p><b>Primary Performance Assessments</b>  <b>Video recording of teaching/ professional practice</b> will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers  <b>Reflective Journal of Teacher Observations &amp; Coaching Experiences</b>  <b>Culminating Action Research Project</b>  <b>Standards-based Learning Progressions</b> which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p>	<p>ID teaching certificate &amp; classroom experience (08.029.02.a)</p>		<p>include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions.</p> <p><b>Instructional Sequence Plan (ISP)</b> which will include such things as; (1) literature review on ISP’s mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners</p> <p><b>Additional Course Assessment used to document candidate performance:</b></p> <p><b>Course quizzes and tests</b></p> <p><b>Course Reflections</b> based on assigned and candidate-identified scholarly readings</p> <p><b>Course Presentations and Papers</b> based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners’ mathematical development</p>
---	---	--	--

**Framework for Teaching Domain # 1: Planning and Preparation**

- 1b: Demonstrating Knowledge of Students

***Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.***

<p><b>Idaho Content Area Standards</b> <b>For: Core Teacher Standards</b> (Insert appropriate language from content area <u>“Knowledge”</u> standards)</p>	<p><b>Coursework and/or Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)</p>	<p><b>Key Indicators Specific to Content Competencies</b> (Insert language from content area <u>“Performance”</u> standards that demonstrate key indicators)</p>	<p><b>Artifacts &amp; Performance Assessments for the Portfolio</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p><b>#2: Knowledge of Learning Differences:</b></p> <p>1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.</p> <p>2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>5. The teacher knows how to access information about the values of diverse</p>	<p>EDMT 5570 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5571 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5572 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5573 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDUC 6614 or 6630/1 (08.029.2. c.ii.2, 3, 4, 5, &amp; 7)</p> <p>EDUC 6651 (08.029.2. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>ID teaching certificate &amp; classroom experience (08.029.02.a)</p>	<p><b>The candidate knows and is able to:</b></p> <p>1. The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p>2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>3. The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p>4. The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.</p> <p>5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p>	<p><b>Primary Performance Assessments</b></p> <p><b>Video recording of teaching/ professional practice</b> will be used by the program to document candidates’ mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers</p> <p><b>Reflective Journal of Teacher Observations &amp; Coaching Experiences</b></p> <p><b>Culminating Action Research Project</b></p> <p><b>Standards-based Learning Progressions</b> which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions.</p> <p><b>Instructional Sequence Plan (ISP)</b> which will include such things as; (1) literature review on ISP’s mathematical content and practice standards, (2)</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.</p>		<p>6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p>	<p>develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners</p> <p><b>Additional Course Assessment used to document candidate performance:</b></p> <p><b>Course quizzes and tests</b></p> <p><b>Course reflections on readings</b></p> <p><b>Course Presentations and Papers</b> based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development</p>
---	--	---	---

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Framework for Teaching Domain # 2: Classroom Environment and Domain # 3 Instruction**

- 2a: Creating an Environment of Respect and Rapport
- 3c: Engaging Students in Learning

***Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***

<b>Idaho Content Area Standards</b> <b>For: Core Teacher Standards</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 for the Portfolio</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
<p><b>#3: Learning Environments:</b></p> <p>1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p> <p>2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p>	<p>EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, &amp; 7)</p> <p>EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>OLP 5510 (08.029.02.c.ii.1, 2, &amp; 3)</p> <p>ID teaching certificate &amp; classroom experience (08.029.02.a)</p>	<p><b>The candidate knows and is able to:</b></p> <p>1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p> <p>2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p> <p>4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p> <p>5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p>	<p><b>Primary Performance Assessments</b></p> <p><b>Video recording of teaching/ professional practice</b> will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers</p> <p><b>Reflective Journal of Teacher Observations &amp; Coaching Experiences</b></p> <p><b>Culminating Action Research Project</b></p> <p><b>Standards-based Learning Progressions</b> which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions.</p> <p><b>Instructional Sequence Plan (ISP)</b> which will include such things as; (1) literature review on ISP's mathematical</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

		<p>6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p> <p>7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p>	<p>content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners</p> <p><b>Additional Course Assessment used to document candidate performance:</b></p> <p><b>Course quizzes and tests</b></p> <p><b>Course reflections on readings</b></p> <p><b>Course Presentations and Papers</b> based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development</p>
--	--	---	---

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Framework for Teaching Domain # 1: Planning and Preparation # 3 Instruction**

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1e: Designing Coherent instruction
- 3c: Engaging Students in Learning

***Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***

<b>Idaho Content Area Standards</b> <b>For: Core Teacher Standards</b> (Insert appropriate language from content area " <u>Knowledge</u> " 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 " <u>Performance</u> " standards that demonstrate key indicators)	<b>Artifacts &amp; Performance Assessments for the Portfolio</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
<p><b>#4: Content Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</li> <li>2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</li> <li>3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</li> <li>4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</li> <li>5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</li> </ol>	<p>EDMT 5570 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5571 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5572 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5573 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, &amp; 7)</p> <p>ID teaching certificate &amp; classroom experience (08.029.02.a)</p>	<p><b>The candidate knows and is able to:</b></p> <ol style="list-style-type: none"> <li>1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</li> <li>2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</li> <li>3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</li> <li>4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</li> <li>5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</li> </ol>	<p><b>Primary Performance Assessments</b></p> <p><b>Video recording of teaching/ professional practice</b> will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers</p> <p><b>Reflective Journal of Teacher Observations &amp; Coaching Experiences</b></p> <p><b>Culminating Action Research Project</b></p> <p><b>Standards-based Learning Progressions</b> which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions.</p> <p><b>Instructional Sequence Plan (ISP)</b> which will include such things as; (1)</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

		<p>6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</p> <p>7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p> <p>8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</p>	<p>literature review on ISP's mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners</p> <p><b>Additional Course Assessment used to document candidate performance:</b></p> <p><b>Course quizzes and tests</b></p> <p><b>Course reflections on readings</b></p> <p><b>Course Presentations and Papers</b> based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development</p>
--	--	--	---

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

*(CONTINUED)*

***Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***

<p><b>Idaho Content Area Standards</b> <b>For: Core Teacher Standards</b> (Insert appropriate language from content area <u>“Knowledge”</u> standards)</p>	<p><b>Coursework and/or Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)</p>	<p><b>Key Indicators Specific to Content Competencies</b> (Insert language from content area <u>“Performance”</u> standards that demonstrate key indicators)</p>	<p><b>Artifacts &amp; Performance Assessments for the Portfolio</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
--	--	--	--

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p><b>#4a: Knowledge of Subject Matter, Content Specific Requirements</b> According to IDAPA 08.02.02.021: “An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university.”</p> <p>Content area expertise primarily verified through state testing requirement, but should include content competencies from the following areas: (Insert content/ endorsement area language from <a href="#">Administrative Rule</a>):</p>	<p>EDMT 5570 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7) EDMT 5571 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7) EDMT 5572 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7) EDMT 5573 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7) EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, &amp; 7)</p> <p>ID teaching certificate &amp; classroom experience (08.029.02.a)</p>	<p><b>The candidate knows and is able to:</b></p>	<p><b>Primary Performance Assessments</b></p> <p><b>Video recording of teaching/professional practice</b> will be used by the program to document candidates’ mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers</p> <p><b>Reflective Journal of Teacher Observations &amp; Coaching Experiences</b></p> <p><b>Culminating Action Research Project</b></p> <p><b>Standards-based Learning Progressions</b> which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions.</p> <p><b>Instructional Sequence Plan (ISP)</b> which will include such things as; (1) literature review on ISP’s mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners</p> <p><b>Course quizzes and tests</b></p> <p><b>Course reflections on readings</b></p> <p><b>Course Presentations and Papers</b> based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components</p>
--	--	---	---

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

			of mathematics; and knowledge of learners' mathematical development
--	--	--	---

**Framework for Teaching Domain #3: Instruction**

- 3a: Communicating with Students
- 3c: Engaging Students in Learning
- 3f: Demonstrating Flexibility and Responsiveness

***Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***

<b>Idaho Content Area Standards</b> <b>For: Core Teacher Standards</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 for the Portfolio</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
<p><b>#5: Application of Content:</b></p> <p>1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p> <p>3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</p> <p>4. The teacher understands how to use digital and interactive technologies for</p>	<p>EDMT 5570 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5571 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5572 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5573 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, &amp; 7)</p> <p>EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>ID teaching certificate &amp; classroom experience (08.029.02.a)</p>	<p><b>The candidate knows and is able to:</b></p> <p>1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</p> <p>2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>3. The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.</p> <p>4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p>	<p><b>Primary Performance Assessments</b></p> <p><b>Video recording of teaching/ professional practice</b> will be used by the program to document candidates’ mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers</p> <p><b>Reflective Journal of Teacher Observations &amp; Coaching Experiences</b></p> <p><b>Culminating Action Research Project</b></p> <p><b>Standards-based Learning Progressions</b> which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions.</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>efficiently and effectively achieving specific learning goals.</p> <p>5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p> <p>6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>7. The teacher understands creative thinking processes and how to engage learners in producing original work.</p> <p>8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p>		<p>5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p> <p>8. The teacher develops and implements supports for learner literacy development across content areas.</p>	<p><b>Instructional Sequence Plan (ISP)</b> which will include such things as; (1) literature review on ISP's mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners</p> <p><b>Additional Course Assessment used to document candidate performance:</b></p> <p><b>Course quizzes and tests</b></p> <p><b>Course reflections on readings</b></p> <p><b>Course Presentations and Papers</b> based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development</p>
---	--	--	---

**Framework for Teaching Domain # 1: Planning and Preparation # 3 Instruction**

• 1f: Designing Student Assessments

• 3d: Using Assessment in Instruction

***Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.***

<p><b>Idaho Content Area Standards</b> <b>For: Core Teacher Standards</b> (Insert appropriate language from content area <a href="#">“Knowledge”</a> standards)</p>	<p><b>Coursework and/or Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)</p>	<p><b>Key Indicators Specific to Content Competencies</b> (Insert language from content area <a href="#">“Performance”</a> standards that demonstrate key indicators)</p>	<p><b>Artifacts &amp; Performance Assessments for the Portfolio</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p><b>#6: Assessment:</b></p> <ol style="list-style-type: none"> <li>The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</li> <li>The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</li> <li>The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</li> <li>The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</li> <li>The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of</li> </ol>	<p>EDMT 5570 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5571 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5572 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5573 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, &amp; 7)</p> <p>EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>ID teaching certificate &amp; classroom experience (08.029.02.a)</p>	<p><b>The candidate knows and is able to:</b></p> <ol style="list-style-type: none"> <li>The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</li> <li>The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</li> <li>The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</li> <li>The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</li> <li>The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</li> <li>The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</li> </ol>	<p><b>Primary Performance Assessments</b></p> <p><b>Video recording of teaching/ professional practice</b> will be used by the program to document candidates’ mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers</p> <p><b>Reflective Journal of Teacher Observations &amp; Coaching Experiences</b></p> <p><b>Culminating Action Research Project</b></p> <p><b>Standards-based Learning Progressions</b> which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions.</p> <p><b>Instructional Sequence Plan (ISP)</b> which will include such things as; (1) literature review on ISP’s mathematical</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>strategies for communicating this feedback.</p> <p>6. The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p>		<p>7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.</p> <p>8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</p> <p>9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p>	<p>content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners</p> <p><b>Additional Course Assessment used to document candidate performance:</b></p> <p><b>Course quizzes and tests</b></p> <p><b>Course reflections on readings</b></p> <p><b>Course Presentations and Papers</b> based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners’ mathematical development</p>
---	--	--	---

**Framework for Teaching Domain # 1: Planning and Preparation**

- 1b: Demonstrating knowledge of students
- 1e: Designing coherent instruction

***Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

<p><b>Idaho Content Area Standards</b> <b>For: Core Teacher Standards</b> (Insert appropriate language from content area "<a href="#">Knowledge</a>" standards)</p>	<p><b>Coursework and/or Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)</p>	<p><b>Key Indicators Specific to Content Competencies</b> (Insert language from content area "<a href="#">Performance</a>" standards that demonstrate key indicators)</p>	<p><b>Artifacts &amp; Performance Assessments for the Portfolio</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p><b>#7: Planning for Instruction:</b></p> <ol style="list-style-type: none"> <li>1. The teacher understands content and content standards and how these are organized in the curriculum.</li> <li>2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.</li> <li>3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</li> <li>4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</li> <li>5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</li> </ol>	<p>EDMT 5570 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5571 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5572 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5573 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, &amp; 7)</p> <p>EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>ID teaching certificate &amp; classroom experience (08.029.02.a)</p>	<p><b>The candidate knows and is able to:</b></p> <ol style="list-style-type: none"> <li>1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</li> <li>2. The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</li> <li>3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</li> <li>4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</li> <li>5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and</li> </ol>	<p><b>Primary Performance Assessments</b></p> <p><b>Video recording of teaching/ professional practice</b> will be used by the program to document candidates’ mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers</p> <p><b>Reflective Journal of Teacher Observations &amp; Coaching Experiences</b></p> <p><b>Culminating Action Research Project</b></p> <p><b>Standards-based Learning Progressions</b> which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions.</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>6. The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p>		<p>jointly deliver as appropriate learning experiences to meet unique learning needs.</p> <p>6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.</p>	<p><b>Instructional Sequence Plan (ISP)</b> which will include such things as; (1) literature review on ISP's mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners</p> <p><b>Additional Course Assessment used to document candidate performance:</b></p> <p><b>Course quizzes and tests</b></p> <p><b>Course reflections on readings</b></p> <p><b>Course Presentations and Papers</b> based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development</p>
--	--	---	---

**Framework for Teaching Domain #3: Instruction**

- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging students in learning

***Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

<b>Idaho Content Area Standards</b> <b>For: Core Teacher Standards</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 for the Portfolio</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
<p><b>#8: Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</li> <li>2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</li> <li>3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</li> <li>4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.</li> </ol>	<p>EDMT 5570 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5571 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5572 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5573 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, &amp; 7)</p> <p>EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>ID teaching certificate &amp; classroom experience (08.029.02.a)</p>	<p><b>The candidate knows and is able to:</b></p> <ol style="list-style-type: none"> <li>1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</li> <li>2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</li> <li>3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</li> <li>4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</li> <li>5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their</li> </ol>	<p><b>Primary Performance Assessments</b></p> <p><b>Video recording of teaching/ professional practice</b> will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers</p> <p><b>Reflective Journal of Teacher Observations &amp; Coaching Experiences</b></p> <p><b>Culminating Action Research Project</b></p> <p><b>Standards-based Learning Progressions</b> which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions.</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p> <p>6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p>		<p>knowledge through a variety of products and performances.</p> <p>6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p> <p>9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p>	<p><b>Instructional Sequence Plan (ISP)</b> which will include such things as; (1) literature review on ISP's mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners</p> <p><b>Additional Course Assessment used to document candidate performance:</b></p> <p><b>Course quizzes and tests</b></p> <p><b>Course reflections on readings</b></p> <p><b>Course Presentations and Papers</b> based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development</p>
---	--	--	---

**Framework for Teaching Domain #4: Professional Responsibilities**

- 4a: Reflecting on Teaching
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

***Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***

<p><b>Idaho Content Area Standards</b> <b>For: Core Teacher Standards</b> (Insert appropriate language from content area <a href="#">“Knowledge”</a> standards)</p>	<p><b>Coursework and/or Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)</p>	<p><b>Key Indicators Specific to Content Competencies</b> (Insert language from content area <a href="#">“Performance”</a> standards that demonstrate key indicators)</p>	<p><b>Artifacts &amp; Performance Assessments for the Portfolio</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p><b>#9: Professional Learning and Ethical Practice:</b></p> <p>1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p>2. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> <p>4. The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners,</p>	<p>EDMT 5570 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5571 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5572 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5573 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, &amp; 7)</p> <p>EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>OLP 5510 (08.029.02.c.ii.1, 2, &amp; 3)</p>	<p><b>The candidate knows and is able to:</b></p> <p>1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.</p> <p>2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p> <p>3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p>	<p><b>Primary Assessments:</b></p> <p>Classroom level issues of equity and accessibility (but not necessarily policies) are specifically addressed in the <b>reflection papers, Course papers and Instructional Sequence Plan</b></p> <p><b>Self-assessment/reflection Paper</b> using Danielson Framework as evaluation instrument</p> <p><b>NOTE:</b> Participation in the Teaching Mathematical Thinking courses (EDMT series) provides candidates with extensive opportunities to discuss policy issues around equity and accessibility to mathematics instruction.</p>

**STATE DEPARTMENT OF EDUCATION**

**APRIL 16, 2015**

<p>reporting in situations related to possible child abuse).</p> <p>5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</p>	<p>ID teaching certificate &amp; classroom experience (08.029.02.a)</p>	<p>4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</p> <p>5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p>6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.</p>	
---	---	--	--

**Framework for Teaching Domain #4: Professional Responsibilities**

- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4f: Showing Professionalism

***Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***

<p><b>Idaho Content Area Standards</b> <b>For: Core Teacher Standards</b> (Insert appropriate language from content area <u>“Knowledge”</u> standards)</p>	<p><b>Coursework and/or Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)</p>	<p><b>Key Indicators Specific to Content Competencies</b> (Insert language from content area <u>“Performance”</u> standards that demonstrate key indicators)</p>	<p><b>Artifacts &amp; Performance Assessments for the Portfolio</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p><b>#10: Leadership and Collaboration:</b></p> <p>1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</p> <p>4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p>	<p>EDMT 5570 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5571 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5572 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5573 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDUC 6614 or 6630/1 (08.029.2. c.ii.2, 3, 4, 5, &amp; 7)</p> <p>EDUC 6651 (08.029.2. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>OLP 5510 (08.029.02.c.ii.1, 2, &amp; 3)</p>	<p><b>The candidate knows and is able to:</b></p> <p>1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.</p> <p>2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>3. The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</p> <p>4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> <p>5. Working with school colleagues, the teacher builds ongoing connections with</p>	<p><b>Primary Assessments:</b></p> <p>Classroom level issues of equity and accessibility (but not necessarily policies) are specifically addressed in the <b>reflection papers, Course papers and Instructional Sequence Unit Creation</b></p> <p><b>NOTE:</b> Participation in the Teaching Mathematical Thinking courses (EDMT series) provides candidates with extensive opportunities to discuss policy issues around equity and accessibility to mathematics instruction.</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

		<p>community resources to enhance student learning and wellbeing.</p> <p>6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p> <p>8. The teacher uses and generates meaningful research on education issues and policies.</p> <p>9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p> <p>11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.</p>	
--	--	--	--

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

<p><b>Idaho Content Area Standards</b> <b>For: Core Teacher Standards</b> (Insert appropriate language from content area "<u>Knowledge</u>" standards)</p>	<p><b>Coursework and/or Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)</p>	<p><b>Key Indicators Specific to Content Competencies</b> (Insert language from content area "<u>Performance</u>" standards that demonstrate key indicators)</p>	<p><b>Artifacts &amp; Performance Assessments for the Portfolio</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p><b>#10: Leadership and Collaboration:</b></p>	<p>EDUC 6614 or 6630/1 (08.029.2. c.ii.2, 3, 4, 5, &amp; 7) EDUC 6651 (08.029.2. c.ii.2, 3, 4, 5, 6, &amp; 7)</p>	<p><b>The candidate knows and is able to:</b></p>	<p><b>Primary Performance Assessments</b></p> <p><b>Video recording of teaching/ professional practice</b> will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers</p> <p><b>Reflective Journal of Teacher Observations &amp; Coaching Experiences</b></p> <p><b>Culminating Action Research Project</b></p> <p><b>Course Presentations and Papers</b> based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Framework for Teaching: Additional Standards**  
**(Correlated to Idaho Content Area Standards)**

*Standard #11: Safe Learning Environment – (Where Applicable)*

<b>Idaho Content Area Standards For: Core Teacher Standards</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 for the Portfolio</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
<b>#11: Safe Learning Environment:</b>		<b>The candidate knows and is able to:</b>	

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Institution:** Idaho State University      **Program:** Mathematics Consulting Endorsement

***Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.***

<p><b>Idaho Content Area Standards For: Teacher Leader Standards</b> (Insert appropriate language from content area <u>“Knowledge”</u> standards)</p>	<p><b>Coursework and/or Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)</p>	<p><b>Key Indicators Specific to Content Competencies</b> (Insert language from content area <u>“Performance”</u> standards that demonstrate key indicators)</p>	<p><b>Artifacts &amp; Performance Assessments</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p><b>#1: Adults as Learners</b></p> <p><i>The teacher leader has knowledge of:</i></p> <ol style="list-style-type: none"> <li>1. The differences in knowledge acquisition and transfer for children and adults</li> <li>2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development</li> <li>3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution</li> <li>4. Effective listening, oral communication, presentation skills, and expression in written communication</li> </ol>	<p>OLP 5510 (08.029.02.c.ii.1, 2, &amp; 3)</p> <p>EDUC 6651 (08.029.02.c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDUC 6614 (08.029.02.c.ii.2, 3, 4, 5, &amp; 7)</p>	<p><b>The candidate knows and is able to:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers’ content knowledge and skills throughout professional learning</li> <li>2. Improves colleagues’ acquisition and application of knowledge and skills</li> <li>3. Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members’ ideas and perspectives</li> <li>4. Uses effective communication skills and processes</li> <li>5. Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process</li> <li>6. Facilitates development of a responsive</li> </ol>	<p><b>Reflective Journal of Teacher Observations &amp; Coaching Experiences</b></p> <p><b>Culminating Action Research Project</b></p> <p><b>Course Reflections</b> based on assigned and candidate-identified scholarly readings</p> <p><b>Course Presentations and Papers</b> based on topics related to, but not limited to, coaching adults, organizing and planning professional development for adults, and .</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>5. Research and exemplary practice on “organizational change and innovation”</p> <p>6. The process of development of group goals and objectives</p>		<p>culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice</p>	
--	--	--	--

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p><b>Standard 2: Accessing and Using Research to Improve Practice and Student Achievement -</b>  <i>The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.</i></p>			
<p><b>Idaho Content Area Standards</b>  <b>For: Teacher Leader Standards</b>            (Insert appropriate language from content area "<a href="#">Knowledge</a>" standards)</p>	<p><b>Coursework and/or Equivalent Experience</b>            (List the required coursework and/or verified equivalent experience)</p>	<p><b>Key Indicators Specific to Content Competencies</b>            (Insert language from content area "<a href="#">Performance</a>" standards that demonstrate key indicators)</p>	<p><b>Artifacts &amp; Performance Assessments</b>            (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p><b>#2: Using Research to Improve Practice and Student Achievement</b></p> <p><i>The teacher leader has knowledge of:</i></p> <ol style="list-style-type: none"> <li>1. Action research methodology</li> <li>2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor</li> <li>3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes</li> </ol>	<p>EDMT 5570            (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)            EDMT 5571 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)            EDMT 5572 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)            EDMT 5573 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)            EDUC 6614 or 6630/1            (08.029.02. c.ii.2, 3, 4, 5, &amp; 7)            EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)            OLP 5510            (08.029.02.c.ii.1, 2, &amp; 3)</p>	<p><b>The candidate knows and is able to:</b></p> <ol style="list-style-type: none"> <li>1. Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions , designing and conducting action research to improve educational outcomes</li> <li>2. Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability</li> <li>3. Assists with application and supports dissemination of action research findings to improve educational outcomes</li> </ol>	<p><b>Culminating Action Research Project</b></p> <p><b>Instructional Sequence Plan (ISP)</b> which will include such things as; (1) literature review on ISP's mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners</p> <p><b>Course Reflections</b> based on assigned and candidate-identified scholarly readings</p> <p><b>Course Presentations and Papers</b> based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

***Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.***

<p><b>Idaho Content Area Standards</b> <b>For: Teacher Leader Standards</b> (Insert appropriate language from content area <u>"Knowledge"</u> standards)</p>	<p><b>Coursework and/or Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)</p>	<p><b>Key Indicators Specific to Content Competencies</b> (Insert language from content area <u>"Performance"</u> standards that demonstrate key indicators)</p>	<p><b>Artifacts &amp; Performance Assessments</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p><b>#3: Professional Learning for Continuous Improvement</b></p> <p><b><i>The teacher leader has knowledge of:</i></b></p> <ol style="list-style-type: none"> <li>1. The standards of high quality professional development and their relevance to improved learning</li> <li>2. Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.</li> <li>3. The role of 21st century skills and technologies in educational practice</li> <li>4. The role of shifting cultural demographics in educational practice</li> </ol>	<p>EDMT 5570 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5571 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5572 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5573 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, &amp; 7)</p> <p>EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p>	<p><b>The candidate knows and is able to:</b></p> <ol style="list-style-type: none"> <li>1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education</li> <li>2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals</li> <li>3. Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate</li> <li>4. Continually assesses the effectiveness of professional development activities and adjusts appropriately</li> </ol>	<p><b>Video recording of teaching/ professional practice</b> will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers</p> <p><b>Reflective Journal of Teacher Observations &amp; Coaching Experiences</b></p> <p><b>Culminating Action Research Project</b></p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

***Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.***

<p><b>Idaho Content Area Standards</b> <b>For: Teacher Leader Standards</b> (Insert appropriate language from content area "<a href="#">Knowledge</a>" standards)</p>	<p><b>Coursework and/or Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)</p>	<p><b>Key Indicators Specific to Content Competencies</b> (Insert language from content area "<a href="#">Performance</a>" standards that demonstrate key indicators)</p>	<p><b>Artifacts &amp; Performance Assessments</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p><b>#4: Facilitating Improvements in Instruction and Student Learning:</b> <i>The teacher leader has knowledge of:</i></p> <ol style="list-style-type: none"> <li>1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes</li> <li>2. The Framework for Teaching, effective observation and strategies for providing instructional feedback</li> <li>3. Role and use of critical reflection in improving professional practice</li> </ol>	<p>EDMT 5570 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7) EDMT 5571 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7) EDMT 5572 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7) EDMT 5573 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)  EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, &amp; 7) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p>	<p><b>The candidate knows and is able to:</b></p> <ol style="list-style-type: none"> <li>1. Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices</li> <li>2. Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment</li> <li>3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment</li> <li>4. Develops, leads and promotes a culture of self-reflection and reflective dialogue</li> </ol>	<p><b>Video recording of teaching/ professional practice</b> will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers</p> <p><b>Reflective Journal of Teacher Observations &amp; Coaching Experiences</b></p> <p><b>Culminating Action Research Project</b></p> <p><b>Standards-based Learning Progressions</b> which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions.</p> <p><b>Course quizzes and tests</b></p> <p><b>Course Reflections</b> based on assigned and candidate-identified scholarly readings</p> <p><b>Course Presentations and Papers</b> based on topics related to, but not limited to, Mathematical Knowledge</p>

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

			for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development
--	--	--	--

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

***Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.***

<p><b>Idaho Content Area Standards</b> <b>For: Teacher Leader Standards</b> (Insert appropriate language from content area "<a href="#">Knowledge</a>" standards)</p>	<p><b>Coursework and/or Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)</p>	<p><b>Key Indicators Specific to Content Competencies</b> (Insert language from content area "<a href="#">Performance</a>" standards that demonstrate key indicators)</p>	<p><b>Artifacts &amp; Performance Assessments</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p><b>#5: Using Data for School/District Improvement:</b></p> <p><i>The teacher leader has knowledge of:</i></p> <ol style="list-style-type: none"> <li>Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes</li> <li>Use of formative and summative data to inform the continuous improvement process</li> <li>Analysis and interpretation of data from multiple sources</li> </ol>	<p>EDMT 5570 (08.029.02.a.i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5571 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5572 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDMT 5573 (08.029.02.a i.ii.iii &amp; 08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, &amp; 7)</p> <p>EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p>	<p><b>The candidate knows and is able to:</b></p> <ol style="list-style-type: none"> <li>Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement</li> <li>Models use of formative and summative data to inform the continuous improvement process</li> <li>Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other</li> </ol>	<p><b>Instructional Sequence Plan (ISP)</b> which will include such things as; (1) literature review on ISP's mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners\</p> <p><b>Video recording of teaching/ professional practice</b> will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers (examining improvements in instruction and formative assessments) or when sharing effective teaching practices with community members or other stakeholders.</p> <p><b>Course quizzes and tests</b></p> <p><b>Course Reflections</b> based on assigned and candidate-identified scholarly readings</p> <p><b>Course Presentations and Papers</b> based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling</p>

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

			justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development, and use of assessment to improve instruction
--	--	--	--

*Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families,*

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<i>cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.</i>			
<b>Idaho Content Area Standards</b> <b>For: Teacher Leader Standards</b> (Insert appropriate language from content area " <u>Knowledge</u> " 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 " <u>Performance</u> " 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>#6: Improving Outreach and Collaboration with Families and Community</b> <i>The teacher leader has knowledge of:</i></p> <ol style="list-style-type: none"> <li>1. Child development and conditions in the home, culture and community and their influence on educational processes</li> <li>2. Contextual considerations of the family, school, and community and their interaction with educational processes</li> <li>4. Effective strategies for involvement of families and other stakeholders as part of a responsive culture</li> </ol>	<p>EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, &amp; 7)</p> <p>EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, &amp; 7)</p> <p>OLP 5510 (08.029.02.c.ii.1, 2, &amp; 3)</p>	<p><b>The candidate knows and is able to:</b></p> <ol style="list-style-type: none"> <li>1. Develops colleagues' abilities to form effective relationships with families and other stakeholders</li> <li>2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools</li> <li>3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process</li> </ol>	<p><b>Culminating Action Research Project</b></p> <p><b>Video recording of teaching/ professional practice</b> will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers or when sharing effective teaching practices with community members or other stakeholders.</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

***Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.***

<p><b>Idaho Content Area Standards</b> <b>For: Teacher Leader Standards</b> (Insert appropriate language from content area "<a href="#">Knowledge</a>" standards)</p>	<p><b>Coursework and/or Equivalent Experience</b> (List the required coursework and/or verified equivalent experience)</p>	<p><b>Key Indicators Specific to Content Competencies</b> (Insert language from content area "<a href="#">Performance</a>" standards that demonstrate key indicators)</p>	<p><b>Artifacts &amp; Performance Assessments</b> (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p>
<p><b>#7: Advocating for Student Learning and the Profession:</b></p> <p><i>The teacher leader has knowledge of:</i></p> <ol style="list-style-type: none"> <li>1. Effective identification and interpretation of data, research findings, and exemplary practices</li> <li>2. Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement</li> <li>4. Local, state and national policy decisions and their influence on instruction</li> <li>3. The process to impact policy and to advocate on behalf of students and the community</li> </ol>	<p>EDUC 6614 or 6630/1 (08.029.2. c.ii.2, 3, 4, 5, &amp; 7)</p> <p>EDUC 6651 (08.029.2. c.ii.2, 3, 4, 5, 6, &amp; 7)</p>	<p><b>The candidate knows and is able to:</b></p> <ol style="list-style-type: none"> <li>1. Identifies and evaluates needs and opportunities</li> <li>2. Generates ideas to effectively address solutions/needs</li> <li>4. Analyzes feasibility of potential solutions and relevant policy context</li> <li>3. Advocates effectively and responsibly to relevant audiences for realization of opportunities</li> </ol>	<p><b>Culminating Action Research Project</b></p> <p><b>Reflective Journal of Teacher Observations &amp; Coaching Experiences</b></p> <p><b>Course Reflections</b> based on assigned and candidate-identified scholarly readings</p>

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 16, 2015**

---

**SUBJECT**

Lewis-Clark State College; Proposed Online Teaching Endorsement Program.

**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**

**Online Teaching Endorsement**

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

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Online Teaching Endorsement program proposed by Lewis-Clark State College (LCSC). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Online Teachers would be met and/or surpassed through the proposed program.

During its January 2015 meeting, the Professional Standards Commission voted to recommend conditional approval of the proposed Online Teaching Endorsement program offered through LCSC. With the conditionally approved status, LCSC may admit candidates to the Online Teaching Endorsement program, and will undergo full approval once there are program completers.

**IMPACT**

Adoption of the Professional Standards Commission recommendation and approval of Lewis-Clark State College's Online Teacher Endorsement program as a pathway for earning the Online Teacher Endorsement will allow the candidates of the program to apply for the endorsement at the successful completion of the program.

**ATTACHMENTS**

Attachment 1 – Online Teacher Program Proposal

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Completers of the program will be eligible for the state Online Teacher Endorsement on their teaching certificate. All approved teacher preparation programs must be aligned to the applicable Idaho Standards for Initial

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 16, 2015**

---

Certification of Professional School Personnel. All conditionally approved programs will go through a full review of the program to determine effectiveness and compliance with the state standards once there are sufficient completers to review.

**BOARD ACTION**

I move to accept the Professional Standards Commission recommendation and to conditionally approve the Online Teaching Endorsement program offered through Lewis-Clark State College.

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



*Connecting Learning to Life*

Division of Education and Kinesiology

**Proposed K-12 Online Teaching Minor/Endorsement Program of Study**

The Teacher Education Program at Lewis-Clark State College seeks approval to implement an Online Teaching Endorsement program of study. This program of study will consist of two (2) existing and five (5) new undergraduate courses. This packet of information contains information about the Lewis-Clark State College Teacher Education Program, the proposed program of study design, required course descriptions, syllabi, and standards alignment document.

Thank you for your consideration of our proposal,

A handwritten signature in blue ink that reads "Heather Van Mullem".

Heather Van Mullem, PhD  
Chair, Division of Education and Kinesiology  
Lewis-Clark State College

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Proposed K-12 Online Teaching Endorsement Program of Study  
*Lewis-Clark State College Teacher Education Program***

<u>Contents</u>	<u>Pg Number</u>
Lewis-Clark State College Teacher Education Program .....	1
Mission .....	1
Conceptual Framework .....	1
Program Professional Standards for Teaching .....	2
Programmatic Details – Online Teaching Endorsement .....	4
Course Descriptions.....	4
Program Plan/Design (separate document)	
Course Syllabi (separate document)	
Standards Alignment Document (separate document)	

**Mission**

The Lewis-Clark State College Teacher Education programs are designed to prepare competent, caring teachers who have the knowledge, skills, and dispositions needed to be effective in helping all students learn. Through the education experiences gained from college coursework and on-site field placements in schools, Lewis-Clark State College teacher education students develop the knowledge and skills to become highly-qualified teachers. Coursework and field experiences revolve around a focused set of Professional Standards for Teachers. Continual attention to professional standards ensures that the teacher candidate remains focused on the right capabilities to perform successfully in shaping and facilitating the education of young learners.

**Conceptual Framework**

The Conceptual Framework of the teacher preparation program at Lewis-Clark State College is "to prepare caring professionals who teach for understanding in communities of learning." The Conceptual Framework communicates the unit's shared mission and explains how curriculum, instruction, technology, assessment, and evaluation are related. It provides a theoretical construct for the program's conceptual meanings and generalizations, the policies and procedures, and actual activities and processes that systematically relate to how the physical, natural, social, and human realities of the unit are aligned into a coherent whole.

The Lewis-Clark State College Teacher Education Conceptual Framework is further defined by describing each component of the framework statement:

- **Caring Professionals**

The term "caring" emphasizes LCSC's commitment to preparing teachers who recognize the importance of relationships in the teaching-learning process and who are committed to creating inclusive, safe, and supportive learning environments for all students. The caring teacher values and appreciates diversity and respects students' varied talents and abilities, and uses an understanding of individual and group motivation techniques to encourage positive interaction, active engagement, and self-motivation.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

The term "professional" emphasizes LCSC's commitment to preparing teachers who are knowledgeable, dedicated to the profession, and reflective in their practice. Knowledgeable teachers are content area experts who understand the interaction of subject matter and effective teaching strategies in helping students learn. Dedicated teachers understand that teaching and learning extend beyond the classroom, that professional growth is critical, and that it is an ongoing process. In addition, they recognize the value of reflection in the teaching-learning process.

- **Teaching for Understanding**

The phrase "teaching for understanding" emphasizes in-depth learning, generative topics, understanding goals, performances of understanding, and ongoing assessment. Learners are able to demonstrate that they know more than rote-level material. Learning facts is an important aspect of understanding, but learning facts is not sufficient. Students must be able to connect information in meaningful ways and be flexible in applying their knowledge to a variety of situations and settings. In addition to a good repertoire of knowledge, they must have well-developed skills and an understanding of the meaning, significance, and use of what they have studied. Teachers use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. These teachers foster active inquiry, collaboration, and supportive interaction in the classroom.

- **Communities of Learning**

Finally, the phrase "communities of learning" addresses LCSC's belief in the importance of establishing community, both in the classroom and beyond the classroom, and of maintaining professional partnerships and collaborations. Learning communities include all those with an interest in the education of children, adolescents, and adults -- teacher candidates, faculty, on-site teacher educators (cooperating teachers), administrative and support personnel, parents, and laypersons. The Lewis-Clark State College teacher education program believes that continual interaction and shared responsibility between and among members of the learning community are essential in the preparation of highly qualified teachers. The program especially values the involvement of on-site teacher educators who provide opportunities for our teacher candidates to apply their formal pedagogical knowledge and skills in actual classroom settings. On-site teacher educators are also involved in providing teacher candidates with new knowledge through on-campus presentations in their particular areas of expertise.

### **Program Professional Standards for Teaching**

Through the educational experiences gained from classroom activities and on-site field placements, teacher education students develop the knowledge and skills of a highly-qualified teacher. This purposeful collection of knowledge and skills is defined by a focused set of *Professional Standards for Teaching*. The Professional Standards become the foundation of the teacher education curriculum. They ensure that the teacher candidate remains focused throughout preparation to become a teaching professional and can readily demonstrate these competencies to others. LCSC faculty members believe that in order to ensure the continuous intellectual, social and physical development of all learners, the qualified teacher must perform several roles. In preparing for these roles, teacher candidates must demonstrate knowledge, skills and dispositions related to eight main areas of professional competence. Successful candidates must be:

- **A Dedicated Professional**

The teacher conducts herself/himself in a manner which shows care and concern for children and their learning and a commitment to the profession of education. The teacher exhibits high ethical and professional standards. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- **A Knowledgeable Professional**

The teacher is knowledgeable of how children, as individuals and in groups, learn and develop and how instruction can be provided to support the intellectual, social, and personal development of all types of learners. The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

- **A Content Specialist**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

- **An Educational Designer**

The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches meaningful for students. The teacher designs and develops learning opportunities which are congruent with how children learn and develop, which utilize well-selected instructional strategies and learning resources, and which are appropriately adapted to diverse learners.

- **An Educational Facilitator**

The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.), effective classroom organization skills, and effective communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students. The teacher fosters active inquiry, collaboration, and supportive interaction in the classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- **An Educational Evaluator**

The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation. The teacher adjusts and refines instruction based upon informed analysis.

- **A Culturally Responsive Educator**

The teacher is a culturally responsive educator who understands and embraces the ideas of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions, and experiences of students from diverse experiences.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- **A Reflective Professional**

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). The teacher actively seeks out opportunities to grow professionally.

Through participation in the LCSC teacher preparation program, teacher candidates have opportunities to develop, to nurture, and to demonstrate their professional competence in each of these eight areas.

**Programmatic Details – Online Teaching Endorsement**

The program in Online Teaching (20crs) enables the teacher candidate to develop the knowledge and skills related to the strategic integration of media and technologies into teaching and learning. Through the program curriculum, the candidate becomes knowledgeable of a wide range of current and emerging strategies and techniques that reflect best practices for teaching with technologies. Candidates develop the skills to design, develop, implement, and evaluate learning experiences that incorporate effective media, productive technologies, and innovative instructional strategies to create, maintain, and enhance multiple forms of learning environments. The program curriculum is built upon two fundamental values. One, that the effective integration of media and technologies can enhance the quality of teaching and learning and expand the dimensions of how, when, and where learning occurs. And, that the teacher and each learner can be empowered by the design, development, and implementation of tools and resources that nurture strengths, address individual needs, and enrich their respective teaching and learning experiences.

**Course Descriptions**

*ED 323: Professional Strategies for Teaching (6crs).* This course provides formal experiences in the development of a repertoire of knowledge, skills, and attitudes necessary to design, develop, deliver, and evaluate units of instruction. It focuses on the integration of methods and strategies, media and technologies, and discipline and motivation to produce effective learning environments, including those that meet the needs of a culturally and intellectually diverse classroom population.

*ED 411: Digital Citizenship & Mobile and Remote Learning Technologies (3crs).* This course is designed to give you, the teacher candidate, formal experiences in the development of knowledge, skills, and dispositions supporting the strategic integration of mobile and remote technologies into teaching and learning and the related issues and responsibilities of digital citizenship that accompany these practices.

*ED 412: Instructional Technology Strategies (3crs).* This course is designed to give you, the teacher candidate, formal experiences in the development of the knowledge, skills, and dispositions supporting the strategic integration of technologies into teaching and learning. This includes an exploration of best practices in instructional methods and strategies for technology-enriched learning environments.

*ED 413: Designing Online Instruction (3crs).* This course is designed to give you, the teacher candidate, formal experiences in the development of pedagogical knowledge, skills, and attitudes necessary to design and develop effective, online learning experiences.

*ED 414: Professional Internship in Online Teaching (5crs).* This course is designed to give you, the teacher candidate, formal experiences in the practice of skills to design, develop, implement, and evaluate effective teaching in an authentic, online instructional environment.

*ED 415: Teaching Online (3crs).* This course is designed to give you, the teacher candidate, opportunities to engage in productive reflective practices about the design, development, implementation, and evaluation activities of your professional internship in online teaching.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

*ED 453: Media & Technologies for Teaching (3crs)*. This course provides formal experiences in the development of a repertoire of pedagogical knowledge, skills, and dispositions necessary for the effective integration of media and technologies into learning environments. Course content and activities address the purposeful design, development, and implementation of current and relevant instructional media and technologies that would enhance learning environments in secondary education.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

Student Name \_\_\_\_\_

ID Number \_\_\_\_\_

**MINOR  
Instructional Technologies  
2014 - 2015**

REQUIREMENTS	REQ	COMP	NEED
ED 411 Digital Citizenship/Remote Learning Tech	3		
ED 413 Designing Online Instruction	3		
ED 414 Professional Internship/Online Teach	5		
ED 415 Teaching Online	3		
<b>Select one of the following options:</b>			
ED 323 Pro Strats Teaching	6		
<b>OR</b>			
ED 453 Media & Tech for Teaching	3		
ED 412 Instructional Techn Strats	3		
<b>TOTAL</b>	<b>20</b>		

This program is for individuals who wish to obtain an Instructional Technologies Minor. The program is designed to prepare regular classroom teachers to effectively deliver online instruction and to successfully integrate media and technology into their classrooms.

When combined with an approved teacher education program this minor qualifies for a State of Idaho "Online Teacher" endorsement.

NOTES, SUBSTITUTIONS & WAIVERS

\_\_\_\_\_  
Division Chair Date

\_\_\_\_\_  
Advisor Date

Notes:

revised 6/02/14



## Course Syllabus

### *Professional Strategies for Teaching (ED323)*

#### *Description and Purpose of the Course*

*Professional Strategies for Teaching* is a required element of the Professional Studies Phase of the LCSC Elementary Teacher Education Program.

This course is designed to give you, the teacher candidate, formal experiences in the development of a repertoire of pedagogical knowledge, skills, and attitudes necessary to design and develop effective, learning environments. Course content and activities address two specific themes – 1) **instructional strategies and methods** and 2) **instructional media and technologies**.

Through microteaching and other performance-based activities, you will demonstrate your knowledge and skills in the three principle activities of teaching, - design, facilitation, and evaluation. Special attention will be given to the application of the primary models of instruction, to the effective integration of instructional media and technologies into teaching and learning, and to issues related to the development of a community of learners and quality environments for learning.

***Credit Hours:*** 6 credit hours

#### *Class Times and Location*

TBD

#### *Prerequisites*

This is a Phase II course for the Elementary Teacher Education Program. Students enrolling in this course must be admitted to the Elementary Teacher Education Program by the time the course begins.

It is expected that students who begin this course already have some experience performing fundamental operations with a microcomputer including the use of word processing software, World Wide Web browsing software, and electronic mail software.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

*Course Themes and Goals*

Methods and Strategies Goal #1: To help teacher candidates to recognize the key variables in the effective design, implementation, and evaluation of instruction.

The following topics are among those that will be explored in the course.

- The creation and nurture of productive classroom environments
- Establishment of norms, rules, and protocols for productive learning environments

Methods and Strategies Goal #2: To help teacher candidates to recognize the qualities and operational structures of a spectrum of instructional methods.

The topics listed here (and the issues associated with them) are among those that will be explored in the course.

- Methods of instruction
  - Direct instructional models
  - Inquiry-based (indirect) instructional models
- Analyzing the instructional methods spectrum

Methods and Strategies Goal #3: To help teacher candidates to build the skills necessary to effectively plan, implement and assess instruction representative of the spectrum of commonly-accepted methods.

The following topics are among those that will be explored in the course.

- The cycle of instruction
  - Design of instruction
    - The outcomes of learning
    - Specification of performance-based, learning objectives
    - Coordination of objectives with the assessment of performance
    - Selection of a proper method of instruction
    - Construction of the lesson plan
    - Design, development and/or selection of media and technologies
  - Facilitation of instruction
  - Evaluation of instruction

Media and Technology Goal #1: To help teacher candidates to recognize the opportunities, potentials, and responsibilities related to the effective integration of media and technologies into teaching and learning

The following topics are among those that will be explored in the course.

- **Professional standards** for the strategic integration of media and technologies into teaching and learning, including the International Society for Technology in Education Standards for Students (ISTE Standards•S) and Standards for Teachers

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

(ISTE Standards•T)

- The model for transactional communication and the **functions of media**
- Media, learning and the Cone of Experience (Dale)
- The **instructional functions of media**, including benefits to both teachers and students, and *Universal Design for Learning*

Media and Technology Goal #2: To help teacher candidates to develop the skills to design, develop, and select quality media for teaching and learning

The following topics are among those that will be explored in the course.

- The **design and development of quality media**, incorporating the principles of graphic design
- *Universal Design for Learning* as it relates to the design of instruction

Through course activities, you will develop a variety of technical skills related to the design, development, and/or selection of following types of media:

- **Print and display media**
- **Projected, instructional media**, including:
  - Transparencies and overhead projection
  - Computer-based slide shows
- **Portable, instructional media (for mobile technologies)**, including:
  - World Wide Web sites
  - Resource ports and Webquests
  - Blogs, social networking, and other asynchronous communications
  - Videoconferencing and related technologies
  - Podcasts and audio media
  - Digital video (production, post-production, and instructional implementation)

Other technical skills, developed and practiced in conjunction with course activities, include:

- Computer operations and file management
- Digital image processing
- Digital photography

Media and Technology Goal #3: To help teacher candidates to develop the strategies and skills to implement media and technologies effectively in teaching and learning

The following topics are among those that will be explored in the course.

- Flipping, blending, e-learning and other instructional practices served by technologies and their potentials for transforming instruction and learning
- The development of a *Focus for Media Interaction* (NTTI) to enhance learning via

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

media

- **Visual literacy** in conjunction with teaching and learning

Media and Technology Goal #4: To help teacher candidates to recognize and to respond to the issues and implications related to being a citizen in a digital world and to become skilled in the strategic planning for the integration of media and technologies into teaching and learning

The following topics are among those that will be explored in the course.

- **Digital citizenship** and the rights, responsibilities, and issues associated with functioning productively in a digital world, including
  - *CyberSafety*,
  - *Internetiquette*,
  - Changing modes of communication and communication protocols, in a digital age, and
  - Copyrights, intellectual property, and the responsible use of media
- **Strategic planning** for the integration of media and technologies into teaching and learning

***Resources: Media, Supplies, Services, and Technologies***

In lieu of a required textbook, various articles and other writings will be assigned and made available as needed.

To assist you in developing the technological skills required for the course and to help you to become an active and fluent user of a wide variety of technologies for teaching and learning, a computer system will be made available to you during the course. Details about the conditions of the loan will be addressed prior to equipment distribution. Among the conditions of use is your compliance with the Lewis-Clark State College Appropriate Use Policy for Technology [PDF: <http://www.lcsc.edu/media/1436012/1202.pdf>].

In this course you will address the design, development, and application of a variety of instructional media and technologies. Various supplies and electronic services (i.e., access to the Internet and the World Wide Web) will be necessary to complete assignments. Under normal circumstances, the lab fee will cover the cost of the supplies necessary to complete assignments. Please record materials charged to your lab fee account at [https://education.lcsc.edu/lab\\_use/index.lasso](https://education.lcsc.edu/lab_use/index.lasso).

To help you to learn how to teach with the wide array of technologies introduced in this course, the Technology for Teachers Laboratory (SGC127) offers access to a variety of equipment as well as assistance by its qualified staff. Many of the tools that you will use during the course may be found in the lab. Several items will also be available for check out on short-term loan. The lab is open to you during all class times as well as during

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

regular lab hours (beyond class times).

An online library of tutorials about using computer applications is made available to you through an institutional subscription to *Atomic Learning*. Your instructor will provide your login and password to gain access to this valuable resource.

***Professional Conduct***

**It is important to stay on pace with the calendar of activities for the course.**

Professional behavior begins with attitudes about class participation. Participation in all aspects of course activities is important to enhance personal understanding of the course content. Topics and activities are scheduled with discrete beginning and ending dates. It is important that you complete specified activities and assignments within the topic window in order to take full advantage of the collaborative aspects of the course and to maintain an appropriate pace to complete all activities successfully. Notifying the instructor (preferably via electronic mail) when the prescribed pace of activities cannot be met, is highly advised. Communication with your instructor (about your progress in activities) will contribute to your success and his ability to help you achieve it.

The *Family Educational Rights and Privacy Act* (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own “education records” and 2) “school officials” may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC’s directory information policy, visit [www.lcsc.edu/registrar](http://www.lcsc.edu/registrar) or call 208-792-2223.

**Do your own work and give others credit when/if you use their ideas.** As a student in this course, you are encouraged to consider and exercise the ideas of other people who have published works as well as those of LCSC Faculty and other students. However, it is imperative that the use of any such creative/scholarly property in any item produced for this class be clearly accompanied by proper citation of its source. Similarly, the unauthorized viewing, alteration, or deletion of the work of others is inappropriate. Violations of the principles of integrity and honesty in course work can result in forfeiture of course credit and/or further disciplinary action taken by the college.

**Cheating or plagiarism in any form is unacceptable.** The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding. If you suspect another student has committed an act of academic dishonesty, document the incident and notify your instructor and the Judicial Affairs Officer, phone (208) 792-2211.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**If you need course adaptations or accommodations because of a disability, please notify the instructor as soon as possible to discuss your situation and needs.**

***Production and Performance Activities***

Each course activity will focus on knowledge and skills related to one or more of two course themes. These themes represent the development of professional competence with regard to:

- Instructional Strategies & Methods
- Instructional Media & Technologies

Aspects of both themes are present in all formal assignments of the course.

Each required product must be submitted on or before the completion date designated. However, partial credit may be given for assignments submitted up to one week after the designated completion date. Special consideration will be given to students who, due to an unforeseen event or illness, are unable to submit the product by the indicated date and have made explicit arrangements with the instructor.

The following descriptions provide an overview of course activities. Detailed specifications will be given at Activities/Assignments as each activity occurs.

**Methods & Strategies: Demonstration of Skills to Design, Facilitate, and Evaluate Instruction: Microteaching.**

Two microteaching activities will give you opportunities to explore two major models of instruction and to develop and to practice the skills necessary to successfully design, facilitate, and evaluate lessons for each model. Each microteaching experience will focus on a different model of instruction. You will be given guidance about the topic, method, and media for each microteaching experience and then perform the necessary tasks to design, facilitate, and evaluate an instructional lesson. You and your colleagues will share the responsibilities of teaching, being the student, and serving as evaluator for each of the two microteaching activities. Thorough reflection about the process and performances of each microteaching will be a key element of this laboratory experience to help you to evaluate the quality of performances.

- Specification of performance-based, learning objectives
- Microteaching I, The Direct Model of Instruction
  - Design of instruction: lesson plan and media development
  - Facilitation of instruction: conducting the lesson and media implementation
  - Evaluation of instruction: constructive reflections about the lesson and method

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- Microteaching II, The Inquiry Model of Instruction (Indirect)
  - Design of instruction: lesson plan and media development
  - Facilitation of instruction: conducting the lesson and media implementation
  - Evaluation of instruction: constructive reflections about the lesson and method
- The effective implementation of instructional media and technologies
- Strategies for integrating media and technologies into teaching and learning, including
- Universal Design for Learning
- An analysis of the instructional methods spectrum

**Media & Technologies: Demonstration of Skills to Effectively Integrate Media & Technologies into Teaching and Learning.**

You will demonstrate your knowledge and skills to effectively integrate media and technologies into teaching and learning by reporting your knowledge and insights and by creating a variety of media products.

**The Technology Integration Portfolio (TIP).** You will create a portfolio of your works in a product called the Technology Integration Portfolio (TIP). The TIP will be developed and presented in the form of a published site on the World Wide Web. In the TIP, you will document your capacity to meet the National Educational Technology Standards for Teachers (NETS•T), [[www.iste.org/standards/nets-for-teachers.aspx](http://www.iste.org/standards/nets-for-teachers.aspx)] as defined by the International Society for Technology in Education (ISTE) [[www.iste.org](http://www.iste.org)]. The NETS•T define the actions of the highly qualified teacher who successfully integrates media and technologies into teaching and learning. The creation and development of the TIP will provide opportunities for you to demonstrate your skills to design and manage a fully featured, World Wide Web site and a variety of other instructional media. The TIP will also enable you to communicate your progress in meeting the NETS•T.

**Instructional Media & Technologies: Key Concepts, Strategies, and Issues.** You will demonstrate your knowledge of how media and technologies can best serve teaching and learning. Your insights, along with the products that you will create, will be presented as in your Technology Integration Portfolio. They will address:

- The functions of media and technologies in teaching and learning
- The design and development of quality media
- Teaching and learning via Internet-based resources

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- Portable media and technologies and mobile learning environments
- The effective implementation of instructional media and technologies
- Digital citizenship: CyberSafety and Internetiquette
- Digital citizenship: Digital communication and responsibilities
- Strategic planning of the integration of media and technologies into teaching and learning

**Instructional Media & Technologies: Design, Development, and Implementation.** In addition to the design, development, and publication of the World Wide Web site (Technology Integration Portfolio), you will engage in the design and development of a variety of other current media types relevant to teaching and learning. For each medium, you will explore its instructional functions and characteristics, its special design considerations for quality production, and techniques for implementing it successfully in the contexts of learning and communication. You will provide access to the media you create (or representations of them) and your insights about their design, development, and purpose in your TIP (website).

- **Projected, instructional media: digital slide shows and overhead transparencies.** You will design and develop a computer-based slide show that demonstrates your design and development skills to utilize this popular presentation tool. Your product will represent your competence in using a full range of features of the software for generating computer-based slides as well as in employing appropriate graphic design strategies for instructional visuals. In addition, you will produce a set of instructional overhead transparencies that demonstrates your media design and development skills.
- **Internet-based, instructional media: resource ports.** Teachers often help students to search and to review valuable resources that support learning. The Resource Port represents the development of a WWW-based, learning tool to help your students gain access to current and appropriate, Internet-based resources. This activity will promote Internet search and retrieval skills as well as provide you with an exercise in developing an important type of instructional/learning tool.
- **Portable, instructional media: podcasts and digital video.** The learning experiences associated with these media will engage you in the design and development of instructional audio and video resources. Activities associated with these media will enable you to develop the skills to manipulate the digital audio and video editing software tools and hardware devices that make the production and distribution of these emerging forms of digital communication possible.

**Final Examination.** The final examination will assess knowledge and skills from all units of the course.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

***Consumer Information***

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/studentconsumerinformation/>

***Disability Accommodations***

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructor and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

***Student Rights and Responsibilities***

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://www.lcsc.edu/catalog/>) and the LCSC Student Handbook (available at <http://www.lcsc.edu/student-services/contactus.htm>) for more information.

***Accidents/Student Insurance***

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

***Enrollment Verification/Attendance***

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

***Academic Dishonesty***

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

*Illegal File Sharing*

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services' web page (<http://www.lcsc.edu/student-services/>).

*Diversity Vision Statement*

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

<http://www.lcsc.edu/culturaldiversity/>



Course Syllabus  
*Digital Citizenship*  
&  
*Mobile and Remote Learning Technologies*  
(ED411)

***Description and Purpose of the Course***

*Digital Citizenship & Mobile and Remote Learning Technologies* is an element of the Instructional Technologies Minor of the LCSC Teacher Education Program. It is a required course for candidates seeking this minor while pursuing either the elementary or secondary teacher preparation programs and is also required for candidates wishing to seek endorsement in Online Teaching.

This course is designed to give you, the teacher candidate, formal experiences in the development of knowledge, skills, and dispositions supporting the strategic integration of mobile and remote technologies into teaching and learning and the related issues and responsibilities of digital citizenship that accompany these practices.

Through literature review and discussion/exploration activities, you will develop your knowledge and skills in the variety of ways that learners are served by technologies that enable mobility of learning environment and the utilization of remote delivery systems. Special attention will be given to the issues, rights, and responsibilities presented by our presence in the digital world and becoming a productive digital citizen.

***Credit Hours:*** 3 credit hours

***Class Times and Location***

TBD.

***Prerequisites***

This is a Phase I or II course for candidates in either the Elementary Teacher Education Program or Secondary Teacher Education Program.

Students enrolling in this course should have completed at least one course delivered online or be concurrently enrolled in an online course.

It is expected that students who begin this course already have some experience performing fundamental operations with a microcomputer including the use of word processing software, World Wide Web browsing software, and electronic mail software.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

*Course Goals and Major Topics*

This course involves an exploration of the current technologies and trends that make mobile and remote systems for teaching and learning accessible and effective and the issues, rights, and responsibilities of digital citizenship that accompany these practices.

Goal #1: To help teacher candidates to recognize the opportunities, potentials, and responsibilities related to the effective integration of media and technologies into teaching and learning

Goal #2: To help teacher candidates to develop the skills to select quality media for teaching and learning

Goal #3: To help teacher candidates to recognize and to respond to the issues and implications related to being a citizen in a digital world and to become skilled in the strategic planning for the integration of media and technologies into teaching and learning

The following topics are among those that will be explored in the course.

- Technology Standards for Students (Standards•S) and Standards for Teachers (Standards•T) as described by the International Society for Technology in Education (ISTE)
- Defining media and technologies
  - Instructional forms of media and technologies
  - The model for transactional communication and the **functions of media**
  - Media, learning and the Cone of Experience (Dale)
  - The principles and application of *Universal Design for Learning*
- The Internet and digital connectivity
- Social networks, weblogs, and other forms of online communications
- Digital citizenship and the rights, responsibilities, and issues associated with functioning productively in a digital world, including
  - *CyberSafety*,
  - *Internetiquette*,
  - Changing modes of communication and communication protocols in a digital age, and
  - Copyrights, intellectual property, and the responsible use of media
- Portable instructional technologies and their instructional functions
  - Portable, instructional media (for mobile technologies), including:
    - Resource ports and Webquests
    - Blogs, social networking, and other asynchronous communications

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- Videoconferencing and related technologies
- Podcasts and audio media
- Digital video (production, post-production, and instructional implementation)
  
- The identification and selection of instructional software and online learning resources
  - Digital media discovery, review, and selection techniques
  - Instructional software discovery, review, and selection techniques

***Production and Performance Activities***

You will demonstrate your knowledge and skills to effectively integrate media and technologies into teaching and learning by reporting your knowledge and insights and by creating a variety of media products.

The following descriptions provide an overview of course activities.

- Written tests of knowledge and insights related to key concepts, strategies, and issues. You will demonstrate your knowledge of how media and technologies can best serve teaching and learning.
  - The functions of media and technologies in teaching and learning
  - The design and development of quality media
  - Teaching and learning via Internet-based resources
  - Portable media and technologies and mobile learning environments
  - The effective implementation of instructional media and technologies
  - Digital citizenship: CyberSafety and Internetiquette
  - Digital citizenship: Digital communication and responsibilities
- Portable, instructional media product development: podcasts.
- Portable, instructional media product development: digital video.
- Final Examination. The final examination will assess knowledge and skills from all units of the course.

***Consumer Information***

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/studentconsumerinformation/>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

***Disability Accommodations***

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructor and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

***Student Rights and Responsibilities***

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://www.lcsc.edu/catalog/>) and the LCSC Student Handbook (available at <http://www.lcsc.edu/student-services/contactus.htm>) for more information.

***Accidents/Student Insurance***

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

***Enrollment Verification/Attendance***

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

***Academic Dishonesty***

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

***Illegal File Sharing***

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services' web page (<http://www.lcsc.edu/student-services/>).

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

*Diversity Vision Statement*

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

<http://www.lcsc.edu/culturaldiversity/>



Course Syllabus  
*Instructional Technology Strategies (ED412)*

*Description and Purpose of the Course*

*Instructional Technology Strategies* is an element of the Instructional Technologies Minor of the LCSC Teacher Education Program. It is a required course for candidates seeking this minor while pursuing either the elementary or secondary teacher preparation programs and is also required for candidates wishing to seek endorsement in Online Teaching.

This course is designed to give you, the teacher candidate, formal experiences in the development of the knowledge, skills, and dispositions supporting the strategic integration of technologies into teaching and learning. This includes an exploration of best practices in instructional methods and strategies for technology-enriched learning environments.

Through literature review and discussion/exploration activities, you will develop your knowledge and skills in the variety of strategies and facilitation techniques that best serve teachers and learners in technology-enriched and digital learning environments. Special attention will be given to the instructional functions of current strategies and their relation to the primary models of instruction and their implementation.

*Credit Hours:* 3 credit hours

*Class Times and Location*

TBD.

*Prerequisites*

This is a Phase II course for the Secondary Teacher Education Program. Students enrolling in this course must be admitted to the Secondary Teacher Education Program by the time the course begins.

It is expected that students who begin this course already have some experience performing fundamental operations with a microcomputer including the use of word processing software, World Wide Web browsing software, and electronic mail software.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

***Course Goals and Major Topics***

This course connects best practices in instructional strategies and theories of learning with the special opportunities and challenges afforded by mobile technologies and remote learning systems.

Goal #1: To help teacher candidates to recognize the key variables in the effective design, implementation, and evaluation of instruction in a technology-enriched learning environment.

Goal #2: To help teacher candidates to recognize the qualities and operational structures of a spectrum of instructional methods and techniques related to the integration of technologies in a learning environment.

Goal #3: To help teacher candidates to build the skills necessary to effectively plan, implement and assess instruction representative of the spectrum of commonly-accepted methods.

Topics addressed include:

- Models of learning and instructional design
  - The *Events of Instruction* (Gagné)
  - Media, learning, and the *Cone of Experience* (Dale)
  - Analyzing the instructional methods spectrum
  - The instructional functions of media and technologies
- Current, best practices for the integration of media and technologies into teaching and learning, including, but not limited to:
  - The *Flipped Classroom*
  - Instructional technologies and blended learning environments
  - Instructional technologies and *Universal Design for Learning*
  - The creation and nurture of productive classroom environments
  - Establishment of norms, rules, and protocols for productive learning environments
  - The development of a *Focus for Media Interaction* (NTTI) to enhance learning via media
  - Visual literacy in conjunction with teaching and learning
- Models for determining impact of technologies on the instructional process, including, but not limited to:
  - SAMR Model (Puentedura)
  - Technology Implementation Matrix (TIM)

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- Levels of Technology Integration Scale (LoTI)
  
- Strategic planning for the integration of media and technologies into teaching and learning

***Production and Performance Activities***

You will demonstrate your knowledge and skills to effectively integrate media and technologies into teaching and learning by reporting your knowledge and insights and by creating a variety of instructional products.

The following descriptions provide an overview of course activities.

- A plan for the establishment of norms, rules, and protocols for a productive, technology-enriched learning environment.
- Plans for lessons to be implemented in a technology-enriched, learning environment.
- A plan for an instructional unit to be implemented in a technology-enriched, learning environment.
- Critiques of instructional plan samples
- An analysis of the instructional methods spectrum related to current strategies for teaching with technologies.
  
- Final Examination. The final examination will assess knowledge and skills from all units of the course.

***Consumer Information***

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/studentconsumerinformation/>

***Disability Accommodations***

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructor and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

***Student Rights and Responsibilities***

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://www.lcsc.edu/catalog/>) and the LCSC Student Handbook (available at <http://www.lcsc.edu/student-services/contactus.htm>) for more information.

***Accidents/Student Insurance***

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

***Enrollment Verification/Attendance***

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

***Academic Dishonesty***

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

***Illegal File Sharing***

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services' web page (<http://www.lcsc.edu/student-services/>).

***Diversity Vision Statement***

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

<http://www.lcsc.edu/culturaldiversity/>



Course Syllabus  
*Designing Online Instruction (ED413)*

*Description and Purpose of the Course*

*Designing Online Instruction* is an element of the Instructional Technologies Minor of the LCSC Teacher Education Program. It is a required course for candidates seeking this minor while pursuing either the elementary or secondary teacher preparation programs and is also required for candidates wishing to seek endorsement in Online Teaching.

This course is designed to give you, the teacher candidate, formal experiences in the development of pedagogical knowledge, skills, and attitudes necessary to design and develop effective, online learning experiences.

Through microteaching and other performance-based activities, you will demonstrate your knowledge and skills in the three principle activities of teaching, - design, facilitation, and evaluation. The focus of these activities will be on the design and development of instructional activities implemented in an online learning environment, especially through a learning management system.

*Credit Hours:* 3 credit hours

*Class Times and Location*

TBD.

*Prerequisites*

This is a Phase II or III course for candidates in either the Elementary Teacher Education Program or Secondary Teacher Education Program. Students enrolling in this course must be admitted to their respective teacher education program by the time the course begins.

It is expected that students who begin this course already have some experience performing fundamental operations with a microcomputer including the use of word processing software, World Wide Web browsing software, and electronic mail software.

Previous experience participating in coursework implementing an online, learning management system is also expected.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

*Course Goals and Major Topics*

This course provides experiences in developing skills to use learning management systems and their component tools purposefully and effectively to design and develop instruction.

Goal #1: To help teacher candidates to recognize the key variables in the effective design, implementation, and evaluation of instruction.

Goal #2: To help teacher candidates to recognize the qualities and operational structures of a spectrum of instructional methods as these relate to online, learning management systems.

Goal #3: To help teacher candidates to build the skills necessary to effectively plan, implement and assess instruction representative of the spectrum of commonly-accepted methods in an online, learning management system.

Goal #4: To help teacher candidates to recognize the opportunities, potentials, and responsibilities related to the effective integration of media and technologies into teaching and learning

The following topics are among those that will be explored in the course.

- Learning management systems in the context of best practices for teaching
  - Instructional technologies and blended learning environments
  - The representation of the spectrum of instructional methods and strategies in online learning environments
  - Media, learning, and the *Cone of Experience* (Dale)
  - Instructional functions of the LMS and the *Events of Instruction* (Gagné)
  - Instructional technologies and *Universal Design for Learning*
  - Instructional practices of flipping, blending, e-learning and other instructional approaches served by technologies and their effective implementation in online, learning management systems
- The establishment and nurture of productive learning environments in online, remote, and mobile settings
- Participation in the entire cycle of instruction in an online environment
  - Design of instruction
    - Specification and communication of the outcomes of learning
    - Specification and communication of performance-based, learning objectives
    - Coordination of objectives with the assessment of performance
    - Selection and development of a proper method of instruction
    - Design, development and/or selection of media and technologies

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- Provision for proper facilitation of instruction (and duty to the targeted events of instruction)
  - Effective implementation of presentation of content
  - Effective implementation and monitoring of performance practice activities and feedback
  - Effective implementation of communication mechanisms that support student and teacher interactions
- Provision for proper evaluation of instruction
  - Effective formative assessment of student performance
  - Effective summative assessment of student performance
  - Effective assessment of the efficacy of course elements with capacity to prescribe instructional improvements

***Production and Performance Activities***

You will demonstrate your knowledge and skills to effectively design instruction via a learning management system by reporting your knowledge and insights and by creating a variety of instructional products.

The following descriptions provide an overview of course activities.

- A plan for an instructional course to be implemented in an online, learning management system.
- The development of various learning management systems elements that support the goals and objectives specified in the course plan.
- Critiques of instructional plan samples.
- Critiques of elements of learning management system examples.
- Final Examination.

***Consumer Information***

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/studentconsumerinformation/>

***Disability Accommodations***

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructor and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

***Student Rights and Responsibilities***

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://www.lcsc.edu/catalog/>) and the LCSC Student Handbook (available at <http://www.lcsc.edu/student-services/contactus.htm>) for more information.

***Accidents/Student Insurance***

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

***Enrollment Verification/Attendance***

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

***Academic Dishonesty***

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

***Illegal File Sharing***

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services' web page (<http://www.lcsc.edu/student-services/>).

***Diversity Vision Statement***

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

<http://www.lcsc.edu/culturaldiversity/>



## Course Syllabus

### *Professional Internship in Online Teaching (ED414)*

#### *Description and Purpose of the Course*

*Professional Internship in Online Teaching* is an element of the Instructional Technologies Minor of the LCSC Teacher Education Program. It is a required course for candidates seeking this minor while pursuing either the elementary or secondary teacher preparation programs and is also required for candidates wishing to seek endorsement in Online Teaching.

This course is designed to give you, the teacher candidate, formal experiences in the practice of skills to design, develop, implement, and evaluate effective teaching in an authentic, online instructional environment.

Through a field-based, practicum experience, you will demonstrate your capacity to design, facilitate, and evaluate one or more online courses to designated students within the Kindergarten to Twelfth Grade range.

***Credit Hours:*** 5 credit hours

#### *Class Times and Location*

TBD.

#### *Prerequisites*

This is a Phase IV course for candidates in the Elementary Teacher Education Program or a Phase III course for candidates in the Secondary Teacher Education Program. Students enrolling in this course must be admitted to their respective teacher education program and must have met the requirements of the internship by the time the course begins.

This course is to be taken concurrently with ED415, Teaching Online, the companion seminar to the internship experience.

#### *Course Themes and Goals*

This is a student teaching experience that provides the teacher candidate opportunities to practice skills to design, develop, implement, and evaluate online teaching in an authentic setting for learning.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

Goal #1: To help teacher candidates to manage the key variables in the effective design, implementation, and evaluation of online instruction

Goal #2: To help teacher candidates to build and to practice the skills necessary to effectively plan, implement and assess instruction representative of the spectrum of commonly-accepted methods in an online learning environment

Goal #3: To help teacher candidates to exercise the opportunities, potentials, and responsibilities related to the effective integration of media and technologies into teaching and learning

Goal #4: To help teacher candidates to develop the skills to design, develop, and select quality media for teaching and learning

Goal #5: To help teacher candidates to develop the strategies and skills to implement media and technologies effectively in teaching and learning

Goal #6: To help teacher candidates to respond to the issues and implications related to being a citizen in a digital world and to become skilled in the integration of media and technologies into teaching and learning

The following topics and associated practices are among those that will be demonstrated in the internship experience.

- The establishment and nurture of productive online learning environments
- Establishment of norms, rules, and protocols for productive learning environments
- The cycle of instruction
  - Design of instruction
    - The outcomes of learning
    - Specification of performance-based, learning objectives
    - Coordination of objectives with the assessment of performance
    - Selection of a proper method of instruction
    - Construction of the lesson plan
    - Design, development and/or selection of media and technologies
  - Facilitation of instruction
    - Effective implementation of presentation of content
    - Effective implementation and monitoring of performance practice activities and feedback
    - Effective implementation of communication mechanisms that support student and teacher interactions
- Evaluation of instruction and productive reflective practice

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

***Production and Performance Activities***

As this internship is a field-based opportunity to demonstrate teaching performance skills, assessments will focus on performance of the professional actions of teaching via technology-enhanced systems and your documentation of your capacity to meet certain professional standards of practice in authentic, meaningful settings.

Overall assessment will be made based upon scores from performance evaluations (50%, addressing instructional design, development, facilitation, and evaluation skills exhibited while working with assigned K-12 students) and required entries to your professional portfolio (50%, addressing professional standards of Knowledgeable Professional, Educational Designer, Educational Facilitator, Educational Evaluator, and Reflective Professional).

***Consumer Information***

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/studentconsumerinformation/>

***Disability Accommodations***

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructor and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

***Student Rights and Responsibilities***

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://www.lcsc.edu/catalog/>) and the LCSC Student Handbook (available at <http://www.lcsc.edu/student-services/contactus.htm>) for more information.

***Accidents/Student Insurance***

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

***Enrollment Verification/Attendance***

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

***Academic Dishonesty***

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

***Illegal File Sharing***

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services' web page (<http://www.lcsc.edu/student-services/>).

***Diversity Vision Statement***

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

<http://www.lcsc.edu/culturaldiversity/>



Course Syllabus  
*Teaching Online (ED415)*

*Description and Purpose of the Course*

*Teaching Online* is an element of the Instructional Technologies Minor of the LCSC Teacher Education Program. It is a required course for candidates seeking this minor while pursuing either the elementary or secondary teacher preparation programs and is also required for candidates wishing to seek endorsement in Online Teaching.

This course is designed to give you, the teacher candidate, opportunities to engage in productive reflective practices about the design, development, implementation, and evaluation activities of your professional internship in online teaching.

In this seminar, you and your colleagues will reflect on your internship experiences and the development of your skills to design, facilitate, and evaluate instruction of an online course.

*Credit Hours:* 3 credit hours

*Class Times and Location*

TBD.

*Prerequisites*

This is a Phase IV course for candidates in the Elementary Teacher Education Program or a Phase III course for candidates in the Secondary Teacher Education Program. Students enrolling in this course must be admitted to their respective teacher education program and must have met the requirements of the internship by the time the course begins.

This course is to be taken concurrently with ED414, Professional Internship in Online Teaching, K-12, the companion internship to the seminar experience.

*Course Themes and Goals*

This is a seminar that provides the teacher candidate opportunities to inspect and to refine the processes of teaching online coursework, including design, development, implementation, and evaluation activities.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

Goal #1: To help teacher candidates to manage the key variables in the effective design, implementation, and evaluation of online instruction

Goal #2: To help teacher candidates to build and to practice the skills necessary to effectively plan, implement and assess instruction representative of the spectrum of commonly-accepted methods in an online learning environment

Goal #3: To help teacher candidates to exercise the opportunities, potentials, and responsibilities related to the effective integration of media and technologies into teaching and learning

Goal #4: To help teacher candidates to develop the skills to design, develop, and select quality media for teaching and learning

Goal #5: To help teacher candidates to develop the strategies and skills to implement media and technologies effectively in teaching and learning

Goal #6: To help teacher candidates to respond to the issues and implications related to being a citizen in a digital world and to become skilled in the integration of media and technologies into teaching and learning

The following topics and associated practices are among those that will be discussed:

- The establishment and nurture of productive online learning environments
- Establishment of norms, rules, and protocols for productive learning environments
- The cycle of instruction
  - Design of instruction
    - The outcomes of learning
    - Specification of performance-based, learning objectives
    - Coordination of objectives with the assessment of performance
    - Selection of a proper method of instruction
    - Construction of the lesson plan
    - Design, development and/or selection of media and technologies
  - Facilitation of instruction
    - Effective implementation of presentation of content
    - Effective implementation and monitoring of performance practice activities and feedback
    - Effective implementation of communication mechanisms that support student and teacher interactions
  - Evaluation of instruction and productive reflective practice

### *Production and Performance Activities*

As an intern, you will reflect on all of the duties and responsibilities of a teacher in the delivery of an online course through a learning management system.

Seminar activities will include reflection exercises and discussions of the internship experience. Reflections will address your performances in the design, development, implementation, and evaluation of online instruction as well as the performances of other seminar participants.

In addition to the reflection exercises, you will be able to receive constructive feedback in the development of the special section of your professional portfolio that documents your capacity to teach in an online learning environment. This section of your portfolio will include evidence from your internship and supports your achievement in meeting five of the LCSC professional standards for teachers in terms of teaching via online and technology-enriched learning environments. The five standards are:

- Knowledgeable Professional
- Educational Designer
- Educational Facilitator
- Educational Evaluator
- Reflective Professional

### *Consumer Information*

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/studentconsumerinformation/>

### *Disability Accommodations*

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructor and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

### *Student Rights and Responsibilities*

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://www.lcsc.edu/catalog/>) and the LCSC

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

Student Handbook (available at <http://www.lcsc.edu/student-services/contactus.htm>) for more information.

***Accidents/Student Insurance***

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

***Enrollment Verification/Attendance***

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

***Academic Dishonesty***

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

***Illegal File Sharing***

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services' web page (<http://www.lcsc.edu/student-services/>).

***Diversity Vision Statement***

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.  
<http://www.lcsc.edu/culturaldiversity/>



## Course Syllabus

### *Media & Technologies for Teaching (ED453)*

#### *Description and Purpose of the Course*

*Media & Technologies for Teaching* is a required course of the LCSC Secondary Teacher Education Program curriculum.

This course is designed to give you, the teacher candidate, formal experiences in the development of a repertoire of knowledge and skills that will enable you to effectively integrate media and technologies into teaching and learning in secondary education. Course content and activities address the design, development, implementation, and evaluation of a variety of current forms of instructional media and technologies that would enhance learning environments.

Through successful participation in this course, you will develop your knowledge and skills to effectively integrate media and technologies into the activities of teaching and learning.

*Credit Hours:* 3 credit hours

#### *Class Times and Location*

TBD

#### *Prerequisites*

This is a Phase II course for the Secondary Teacher Education Program. Students enrolling in this course must be admitted to the Secondary Teacher Education Program by the time the course begins.

It is expected that students who begin this course already have some experience performing fundamental operations with a microcomputer including the use of word processing software, World Wide Web browsing software, and electronic mail software.

## Media & Technology Goals

<p><b>Recognize and Understand Opportunities &amp; Responsibilities</b></p> <ul style="list-style-type: none"><li>• Definitions of media &amp; technology</li><li>• Types of media</li><li>• Instructional functions of media</li><li>• National standards for integrating media &amp; techs</li></ul>	<p><b>Create and Select Effective Media</b></p> <ul style="list-style-type: none"><li>• Principles of graphic design</li><li>• Presentation media</li><li>• Internet-based media (e.g., websites, weblogs)</li><li>• Portable media (e.g., audio, video, podcasts)</li></ul>	<p><b>Implement Media &amp; Techs Effectively</b></p> <ul style="list-style-type: none"><li>• Computer operation &amp; file management</li><li>• Visual literacy</li><li>• Effective implementation of media in the classroom</li></ul>	<p><b>Respond to Issues and Implications; Plan for Action</b></p> <ul style="list-style-type: none"><li>• 21st Century communication skills</li><li>• Digital citizenship: CyberSafety, Internetiquette &amp; media copyrights</li><li>• Strategic planning</li></ul>
--	--	---	---

LCSC Media & Technologies for Teaching, 6-12 (ED453)

Dr. Gary Mayton

Course Goal #1: To help teacher candidates to recognize and to understand the opportunities, potentials, and responsibilities related to the effective integration of media and technologies into teaching and learning

The topics listed here (and the issues associated with them) will be explored in the course.

- **Professional standards** for the strategic integration of media and technologies into teaching and learning, including ISTE National Educational Technology Standards for Students (NETS•S) and ISTE National Educational Technology Standards for Teachers (NETS•T)
- The transactional model of communication and **definitions of media and technologies**
- Contemporary **types and forms of instructional media and technologies**
- The **instructional functions of media**, including benefits to both teachers and students
- **Strategies for teaching and learning via technology-enriched learning environments**, including:
  - Blended instruction
  - Flipped instruction
  - *Universal Design for Learning*

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

Course Goal #2: To help teacher candidates to develop the skills to select, design, and/or develop quality media to enhance teaching and learning

Through course activities, you will explore and develop a range of technical skills for the design, development, and/or selection of a variety of media and resource types. These include:

- Projected, instructional presentation media
  - Overhead transparencies
  - Computer-based slide shows
  
- Internet-based, instructional media
  - World Wide Web sites
  - Resource ports and Webquests
  - Blogs, social networking, and other asynchronous communications media
  - Videoconferencing and related technologies
  - The strategic selection of Internet-based instructional resources
  
- Portable, instructional media for mobile learning environments
  - Podcasts and audio media
  - Digital video
  - The strategic selection of instructional apps for mobile technologies
  
- *Universal Design for Learning* as it relates to the design of instruction

Other technical skills developed and practiced in conjunction with course activities, include:

- Computer operations and file management
- Digital image processing skills, including the application of image (graphics) processing software

Course Goal #3: To help teacher candidates to develop the skills to implement media and technologies effectively in teaching and learning

The topics listed here (and the issues associated with them) will be explored in the course.

- The practice of a *Focus for Media Interaction* (NTTI) to enhance learning via media
- Visual literacy in conjunction with teaching and learning
- *Universal Design for Learning* as it relates to the facilitation of instruction
- Teaching and learning via Internet-based resources
  - World Wide Web sites
  - Resource ports and Webquests
  - Blogs, social networks, and other asynchronous communications media
  - Videoconferencing and related technologies

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- Teaching and learning in mobile learning environments with portable media and mobile technologies
  - Mobile technologies, instructional apps, and portable media
  - Podcasts and audio media
  - Digital video

Course Goal #4: To help teacher candidates to recognize and to respond to the issues and implications related to being a citizen in a digital world and to become skilled in the strategic planning for the integration of media and technologies into teaching and learning

The topics listed here (and the issues associated with them) will be explored in the course.

- Digital citizenship and the rights, responsibilities, and issues associated with functioning productively in a *digital world*, including
  - CyberSafety,
  - Internetiquette,
  - Copyrights, intellectual property, and the responsible use of media,
  - Digital communication and social media
- Strategic planning for the integration of media and technologies into teaching and learning

In addition to course objectives and activities that address the goals cited above, you will apply your media production skills to generate the foundation of your Professional Portfolio, an electronic collection of evidence which formally documents your capacity to teach. The Professional Portfolio is a program requirement for all LCSC secondary teacher education candidates.

### ***Required Materials***

In lieu of a textbook, various articles and other writings will be assigned and made available as needed.

An online library of tutorials about using computer applications is made available to you through an institutional subscription to *Atomic Learning*. Your instructor will provide your login and password to gain access to this valuable resource.

In this course you will address the design, development, and application of a variety instructional media and technologies. Various supplies and electronic services will be necessary to complete assignments. Under normal circumstances, the cost of the supplies necessary will be covered by the required lab fee that you have paid upon registration to the course. In certain instances, you may need to or wish to purchase additional items to complete assignments.

To help you to learn how to teach with the wide array of technologies introduced in this course, the Technology for Teachers Laboratory (RCH215) offers the use of a variety of equipment as well as assistance by its qualified staff. Many of the tools that you will use may be found in the lab. Several will also be available for check out on short term loan. The lab is open to you during

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

all class times as well as during regular lab hours (beyond class times).

To assist you in developing the technological skills required for the course and to help you to become an active and fluent user of a wide variety of technologies for teaching and learning, the loan of a computer system will be made available to you during the course. Details about the conditions of the loan will be addressed prior to equipment distribution. Among the conditions of use is your compliance with the Lewis-Clark State College Appropriate Use Policy for Technology.

An online library of tutorials about using computer applications is made available to you through an institutional subscription to Atomic Learning. Your instructor will provide your login and password to gain access to this valuable resource.

A weblog, Techsplorations, will be utilized as an enhancement to in-class discussions. Your instructor will provide your login and password to gain access to this valuable resource.

***The Recording, Redirection, Publication, or Redistribution of Course Materials or Course Events***

Audio and/or video recording (by any electronic or digital means) of any session (in full or in part) of this course is prohibited without the express written consent of the instructor. In the event that permission has been granted, you may not redirect, publish, redistribute, transmit, or otherwise share any of the recorded or captured content, in any form, other than to share it in an unedited form and only with other students who are currently enrolled in the same section of this course in the same semester. Once the semester for which you are registered in the course has ended, you may not keep any recordings, as described here. Similarly, you may not redirect, transmit, publish, redistribute, or otherwise share any of the instructional media and materials of the course, in any form or at any time.

***Professional Conduct***

**It is important to stay on pace with the calendar of activities for the course.** Professional behavior begins with attitudes about class attendance and participation. The instructional methods and learning activities of this course often depend on your interactions and collaborations with the instructor and other students. Participation in all aspects of course activities is important to enhance your understanding of the course content and the development of targeted skills. Sterling attendance is expected. Notifying the instructor of an unavoidable absence is required as soon as is reasonably possible. It is expected that when your absence is unavoidable you will accomplish the objectives of the class session missed in a timely fashion. Communication with your instructor (about your progress in activities and attendance in class sessions) will contribute to your success and his ability to help you achieve it.

**Do your own work and give others credit when/if you use the ideas of others.** As a student in this course, you are encouraged to consider and exercise the ideas of other people who have published works as well as those of LCSC Faculty and other students. However, it is imperative

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

that the use of any such creative/scholarly property in any item produced for this class be clearly accompanied by proper citation of its source. Similarly, the unauthorized viewing, alteration, or deletion of the work of others is inappropriate. Violations of the principles of integrity and honesty in course work can result in forfeiture of course credit and/or further disciplinary action taken by the college.

**Cheating or plagiarism in any form is unacceptable.** The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding. If you suspect another student has committed an act of academic dishonesty, document the incident and notify your instructor and the Judicial Affairs Officer, phone (208) 792-2211.

**If you need course adaptations or accommodations because of a disability, please notify the instructor as soon as possible to discuss your situation and needs.**

***Production and Performance Activities***

You will demonstrate your knowledge and skills to effectively integrate media and technologies into teaching and learning by reporting your knowledge and insights and by creating a variety of media products that demonstrate your skills.

**The Technology Integration Portfolio (TIP).** You will create a portfolio of your works in a product called the Technology Integration Portfolio (TIP). The TIP will be developed and presented in the form of a site published to the World Wide Web.

In the TIP, you will document your capacity to meet the National Educational Technology Standards for Teachers (NETS•T), [[www.iste.org/standards/nets-for-teachers.aspx](http://www.iste.org/standards/nets-for-teachers.aspx)] as defined by the International Society for Technology in Education (ISTE) [[www.iste.org](http://www.iste.org)]. The NETS•T define the actions of the highly qualified teacher who successfully integrates media and technologies into teaching and learning.

You will provide evidence of your progress to meet each standard of the NETS•T by demonstrating your knowledge of how media and technologies can best serve teaching and learning and your skills to make that happen. The development of your TIP will also provide opportunities for you to demonstrate your skills to build and manage a fully-featured, World Wide Web site and a variety of other instructional media and technologies.

The evidence that you present in your Technology Integration Portfolio will include the knowledge and skills that you develop in this course. Your evidence will address:

- The functions of media and technologies in teaching and learning
- Strategies for teaching and learning via technology-enriched learning environments
- The design, development, and selection of projected, instructional presentation media
- The design, development, and selection of Internet-based, instructional media

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- The design, development, and selection of portable, instructional media for mobile learning environments
- The effective implementation of instructional media and technologies
- Digital citizenship and the issues and actions associated with functioning safely and appropriately in a *digital world*: CyberSafety and Internetiquette,
- Digital citizenship and the rights, responsibilities, and issues associated with functioning productively in a *digital world*: Digital communication, social media, copyrights, intellectual property, and the responsible use of media
- Strategic planning for the integration of media and technologies into teaching and learning

**Instructional media design and development products.** Your skills to design and develop instructional media will be demonstrated by production of:

- Internet-based media: World Wide Website
- Internet-based media: resource port
- Portable media: podcast
- Portable media: digital video

**A Professional Portfolio of Your Capacity to Teach.** As another production activity of this course, you will construct the foundation of a second, electronic portfolio, the Professional Portfolio for Teaching, an electronic collection of evidence which formally documents your capacity to teach.. This second portfolio, like the TIP, will be developed and published as a World Wide Web site. The Professional Portfolio is a program requirement for all LCSC secondary teacher education candidates.

Eventually, your Professional Portfolio for Teaching will document your capacity to meet the professional standards for a highly-qualified teacher as defined by the LCSC Division of Education. In ED453, you will create and publish the framework of this portfolio as a functioning website. Much of the evidence that demonstrates your capacity to teach will be added to the portfolio during the remainder of your teacher education program, mostly from your experiences in your teaching internship.

The development of this product will provide valuable practice of your webpage development and website management skills and will serve to prepare you for this important, teacher education program requirement.

**Final Examination.** The course will conclude with a final examination. The final examination will assess your knowledge and skills from all units of the course.

### ***Consumer Information***

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/studentconsumerinformation/>

***Disability Accommodations***

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

***Student Rights and Responsibilities***

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://www.lcsc.edu/catalog/>) and the LCSC Student Handbook (available at <http://www.lcsc.edu/student-services/contactus.htm>) for more information.

***Accidents/Student Insurance***

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

***Enrollment Verification/Attendance***

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

***Academic Dishonesty***

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

***Illegal File Sharing***

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services' web page (<http://www.lcsc.edu/student-services/>).

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

*Diversity Vision Statement*

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

<http://www.lcsc.edu/culturaldiversity/>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

Idaho Standards for Online Teachers			
As Addressed by the LCSC Endorsement for Instructional Technology			
<p>Standard 1: <i>Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.</i></p>			
Idaho Content Areas Standards Knowledge	Coursework and/or Equivalent Experience	Key Indicators Specific to Content Competencies Performance	Artifacts and Performance Assessments
<p>1. The online teacher understands the current standards for best practices in online teaching and learning.</p> <p>2. The online teacher understands the role of online teaching in preparing students for the global community of the future.</p> <p>3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.</p> <p>4. The online teacher understands the relationship between online education and other subject areas and real life situations.</p>	<ul style="list-style-type: none"> <li>• <b>ED411: Digital Citizenship and Mobile &amp; Remote Learning Technologies (2,5,6)</b></li> <li>• <b>ED323: Professional Strategies for Teaching (1,2,3,4,5,6,7)</b></li> <li>• <b>ED453: Media &amp; Technologies for Teaching (1,2,3,6)</b></li> <li>• <b>ED412: Instructional Technology Strategies (1,2,3,4,5,7)</b></li> <li>• <b>ED413: Designing Online Instruction (2,3,5,7)</b></li> <li>• <b>ED414: Professional Internship in Online Teaching, PreK-12 (2,3,4,5,6)</b></li> </ul>	<p>1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.</p> <p>2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).</p> <p>3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation</p>	<ul style="list-style-type: none"> <li>• <b>Instructional media development project: podcasts and screencasts (ED411; 2,3,4)</b></li> <li>• <b>Instructional media development project: digital video (ED411; 2,3,4)</b></li> <li>• <b>Digital citizenship planning: Cybersafety (ED411; 6)</b></li> <li>• <b>Digital citizenship planning: Internetiquette and communications protocols (ED411; 2,3,6)</b></li> <li>• <b>Media and technologies: instructional functions review (ED323; 2)</b></li> <li>• <b>Instructional media design: graphic design principles review (ED323; 1,2,5)</b></li> <li>• <b>Instructional media design: Universal Design for Learning principles review (ED323;</b></li> </ul>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>5. The online teacher understands the relationship between online teaching and advancing technologies.</p> <p>6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.</p> <p>7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).</p>		<p>tools, mobile technologies, virtual worlds).</p> <p>4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).</p> <p>5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.</p> <p>6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.</p>	<p>1,5,6)</p> <ul style="list-style-type: none"> <li>• Instructional media selection: resource selection standards review (ED323; 5,6)</li> <li>• Instructional media implementation: facilitation techniques review (ED323; 1,2)</li> <li>• Instructional media development project: WWW site development and publishing (ED323; 2,3,4,5)</li> <li>• Instructional media development project: resource ports and webquests (ED323; 2,3,4)</li> <li>• Digital citizenship planning: Cybersafety (ED323; 6)</li> <li>• Digital citizenship planning: Internetiquette (ED323; 6)</li> <li>• Digital citizenship planning: communications protocols (ED323; 1,2,6)</li> <li>• Digital citizenship planning: responsible use of media (ED323; 6)</li> <li>• Strategic plan project (ED323; 1,6)</li> <li>• Development of the Technology Integration Portfolio (TIP) (ED323;</li> </ul>
--	--	--	---

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

			<p>1,2,3,4,5,6)</p> <ul style="list-style-type: none"><li>• Media and technologies: instructional functions review (ED453; 2)</li><li>• Instructional media design: graphic design principles review (ED453; 2)</li><li>• Instructional media implementation: facilitation techniques review (ED453; 2)</li><li>• Instructional media development project: WWW site development and publishing (ED453; 2,3,4)</li><li>• Instructional media development project: resource ports and webquests (ED453; 2,3,4)</li><li>• Digital citizenship planning: communications protocols (ED453; 2)</li></ul> <p>Development of the Technology Integration Portfolio (TIP) (ED453; 1,2,4)</p> <ul style="list-style-type: none"><li>• Tests of knowledge of key concepts (ED412; 1)</li><li>• Tech-enriched learning environment planning project (ED412; 1)</li><li>• Lesson plan development for tech-enriched learning</li></ul>
--	--	--	--

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

			<p>environments (ED412; 1)</p> <ul style="list-style-type: none"><li>• Analysis of the instructional methods spectrum related to teaching with technologies (ED412: 1)</li><li>• Tests of knowledge of key concepts (ED413; 1)</li><li>• Learning Management Systems element development assignments (ED413; 1,4)</li><li>• Course plan and syllabus design and development project (ED413; 1)</li><li>• Professional portfolio entries: The Knowledgeable Professional (ED414; 1)</li><li>• Professional portfolio entries: The Educational Designer (ED414; 1)</li><li>• Professional portfolio entries: The Educational Facilitator (ED414; 1)</li><li>• Professional portfolio entries: The Educational Evaluator (ED414; 1)</li><li>• Professional portfolio entries: The Reflective Professional (ED414; 1)</li></ul>
--	--	--	---

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

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.*

	<ul style="list-style-type: none"> <li>• ED411: Digital Citizenship and Mobile &amp; Remote Learning Technologies</li> <li>• ED323: Professional Strategies for Teaching, K-8</li> <li>• ED453: Media &amp; Technologies for Teaching, 6-12</li> <li>• ED412: Instructional Technology Strategies, 6-12</li> <li>• ED413: Designing Online Instruction</li> <li>• ED414: Professional Internship in Online Teaching, PreK-12</li> <li>• ED415: Teaching Online</li> </ul>	<ol style="list-style-type: none"> <li>1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).</li> <li>2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).</li> <li>3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.</li> <li>4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and</li> </ol>	<ul style="list-style-type: none"> <li>• Instructional media development project: podcasts and screencasts (ED411; 2)</li> <li>• Instructional media development project: digital video (ED411; 2)</li> <li>• Digital citizenship planning: Internetiquette and communications protocols (ED411; 2)</li> <li>• Media and technologies: instructional functions review (ED323; 2,3)</li> <li>• Instructional media design: graphic design principles review (ED323; 2)</li> <li>• Instructional media design: Universal Design for Learning principles review (ED323; 2,4)</li> <li>• Instructional media implementation: facilitation techniques review (ED323; 1,3)</li> <li>• Instructional media development project: resource ports and webquests (ED323; 2)</li> </ul>
--	---	---	---

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

		<p>instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g. Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g. Isolation, cyber-bullying); Moral (i.e Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.</p>	<ul style="list-style-type: none"> <li>• Digital citizenship planning: communications protocols (ED323; 1,2)</li> <li>• Strategic plan project (ED323; 3)</li> <li>• Analysis of the instructional methods spectrum related to teaching with technologies (ED323: 1)</li> <li>• Development of the Technology Integration Portfolio (TIP) (ED323; 2)</li> <li>• Media and technologies: instructional functions review (ED453; 2,3)</li> <li>• Instructional media design: graphic design principles review (ED453; 2)</li> <li>• Instructional media design: Universal Design for Learning principles review (ED453; 2,4)</li> <li>• Instructional media implementation: facilitation techniques review (ED453; 1,3)</li> <li>• Instructional media development project: resource ports and webquests (ED453; 2)</li> <li>• Digital citizenship planning: communications protocols</li> </ul>
--	--	--	--

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

			<p>(ED453; 2)</p> <ul style="list-style-type: none"><li>• Strategic plan project (ED453; 3)</li><li>• Development of the Technology Integration Portfolio (TIP) (ED453; 2)</li><li>• Tests of knowledge of key concepts (ED412; 1,3)</li><li>• Tech-enriched learning environment planning project (ED412; 1,2,3)</li><li>• Lesson plan development for tech-enriched learning environments (ED412; 1,2,3)</li><li>• Analysis of the instructional methods spectrum related to teaching with technologies (ED412: 1)</li><li>• Tests of knowledge of key concepts (ED413; 1,3,4)</li><li>• Learning Management Systems element development assignments (ED413; 1,4)</li><li>• Course plan and syllabus design and development project (ED413; 1,3,4)</li><li>• Performance evaluations: online course design (ED414; 1,2,3,4)</li><li>• Performance evaluations:</li></ul>
--	--	--	--

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

			<p>online course facilitation (ED414; 2,3)</p> <ul style="list-style-type: none"> <li>• Professional portfolio entries: The Knowledgeable Professional (ED414; 1,2,3,4)</li> <li>• Professional portfolio entries: The Educational Designer (ED414; 1,2,3,4)</li> <li>• Professional portfolio entries: The Educational Facilitator (ED414; 2,3)</li> <li>• Reflective exercises: online course design (ED415; 1,2,3,4)</li> <li>• Reflective exercises: online course facilitation (ED415; 2,3)</li> </ul>
<p>Standard 3: <i>Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.</i></p>			
<p>1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.</p>	<ul style="list-style-type: none"> <li>• <b>ED411: Digital Citizenship and Mobile &amp; Remote Learning Technologies (1)</b></li> <li>• <b>ED323: Professional Strategies for Teaching (1)</b></li> <li>• <b>ED453: Media &amp; Technologies for Teaching (1)</b></li> </ul>	<p>1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.</p> <p>2. The online teacher modifies, customizes and/or personalizes activities to address diverse</p>	<ul style="list-style-type: none"> <li>• <b>Tests of knowledge of key concepts (ED411; 1)</b></li> <li>• <b>Media and technologies: instructional functions review (ED323; 1)</b></li> <li>• <b>Instructional media design: Universal Design for Learning principles review (ED323; 1)</b></li> <li>• <b>Instructional media selection: resource selection</b></li> </ul>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

	<ul style="list-style-type: none"> <li>• ED412: Instructional Technology Strategies (1)</li> <li>• ED413: Designing Online Instruction (1)</li> <li>• ED414: Professional Internship in Online Teaching, PreK-12 (1)</li> <li>• ED415: Teaching Online (1)</li> </ul>	<p>learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).</p> <p>3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).</p>	<p>standards review (ED323; 1)</p> <ul style="list-style-type: none"> <li>• Strategic plan project (ED323; 2)</li> <li>• Development of the Technology Integration Portfolio (TIP) (ED323; 1,2)</li> <li>• Media and technologies: instructional functions review (ED453; 1)</li> <li>• Instructional media design: Universal Design for Learning principles review (ED453; 1)</li> <li>• Development of the Technology Integration Portfolio (TIP) (ED453; 1)</li> <li>• Tests of knowledge of key concepts (ED412; 1)</li> <li>• Tech-enriched learning environment planning project (ED412; 2)</li> <li>• Lesson plan development for tech-enriched learning environments (ED412; 2)</li> <li>• Tests of knowledge of key concepts (ED413; 1)</li> <li>• Learning Management Systems element development assignments (ED413; 2)</li> <li>• Course plan and syllabus design and development</li> </ul>
--	---	--	--

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

			<p>project (ED413; 2)</p> <ul style="list-style-type: none"><li>• Performance evaluations: online course design (ED414; 2)</li><li>• Performance evaluations: online course facilitation (ED414; 3)</li><li>• Performance evaluations: online course evaluation (ED414; 3)</li><li>• Professional portfolio entries: The Knowledgeable Professional (ED414; 1)</li><li>• Professional portfolio entries: The Educational Designer (ED414; 2,3)</li><li>• Professional portfolio entries: The Educational Facilitator (ED414; 3)</li><li>• Professional portfolio entries: The Educational Evaluator (ED414; 3)</li><li>• Professional portfolio entries: The Reflective Professional (ED414; 3)</li><li>• Reflective exercises: online course design (ED415; 2,3)</li><li>• Reflective exercises: online course facilitation (ED415; 3)</li><li>• Reflective exercises: online course evaluation (ED415; 3)</li></ul>
--	--	--	---

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>Standard 4: <i>Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.</i></p>			
<p>1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).</p> <p>2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.</p>	<ul style="list-style-type: none"> <li>• ED323: Professional Strategies for Teaching (1,2)</li> <li>• ED453: Media &amp; Technologies for Teaching (1,2)</li> <li>• ED412: Instructional Technology Strategies (1,2)</li> <li>• ED413: Designing Online Instruction (1,2)</li> <li>• ED414: Professional Internship in Online Teaching, PreK-12 (1,2)</li> <li>• ED415: Teaching Online (1,2)</li> </ul>	<p>1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).</p> <p>2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)</p> <p>3. The online teacher uses a</p>	<ul style="list-style-type: none"> <li>• Media and technologies: instructional functions review (ED323; 1)</li> <li>• Instructional media implementation: facilitation techniques review (ED323; 2)</li> <li>• Instructional media development project: WWW site development and publishing (ED323; 3)</li> <li>• Instructional media development project: resource ports and webquests (ED323; 3)</li> <li>• Development of the Technology Integration Portfolio (TIP) (ED323; 2,3)</li> <li>• Media and technologies: instructional functions review (ED453; 1)</li> <li>• Instructional media implementation: facilitation techniques review (ED453; 2)</li> <li>• Instructional media development project: WWW site development and</li> </ul>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

		<p>variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).</p>	<p>publishing (ED453; 3)</p> <ul style="list-style-type: none"> <li>• Instructional media development project: resource ports and webquests (ED453; 3)</li> <li>• Development of the Technology Integration Portfolio (TIP) (ED453; 2,3)</li> <li>• Tech-enriched learning environment planning project (ED412; 1)</li> <li>• Lesson plan development for tech-enriched learning environments (ED412; 1,3)</li> <li>• Learning Management Systems element development assignments (ED413; 1,2,3)</li> <li>• Course plan and syllabus design and development project (ED413; 1,2,3)</li> <li>• Performance evaluations: online course design (ED414; 1,2,3)</li> <li>• Performance evaluations: online course facilitation (ED414; 2,3)</li> <li>• Performance evaluations: online course evaluation (ED414; 1)</li> <li>• Professional portfolio</li> </ul>
--	--	---	---

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

			<p>entries: The Educational Designer (ED414; 1,2,3)</p> <ul style="list-style-type: none"> <li>• Professional portfolio entries: The Educational Facilitator (ED414; 2,3)</li> <li>• Professional portfolio entries: The Educational Evaluator (ED414; 1)</li> <li>• Reflective exercises: online course design (ED415; 1)</li> <li>• Reflective exercises: online course evaluation (ED415; 1)</li> </ul>
<p>Standard 5: <i>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.</i></p>			
	<ul style="list-style-type: none"> <li>• ED323: Professional Strategies for Teaching, K-8</li> <li>• ED453: Media &amp; Technologies for Teaching, 6-12</li> <li>• ED412: Instructional Technology Strategies, 6-12</li> <li>• ED413: Designing Online Instruction</li> <li>• ED414: Professional Internship in Online Teaching,</li> </ul>	<ol style="list-style-type: none"> <li>1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).</li> <li>2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).</li> </ol>	<ul style="list-style-type: none"> <li>• Digital citizenship planning: Cybersafety (ED323; 1)</li> <li>• Digital citizenship planning: Internetiquette (ED323; 1)</li> <li>• Digital citizenship planning: communications protocols (ED323; 1)</li> <li>• Digital citizenship planning: responsible use of media (ED323; 1)</li> <li>• Strategic plan project (ED323; 1)</li> <li>• Development of the Technology Integration</li> </ul>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

	PreK-12	<p>3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).</p>	<p>Portfolio (TIP) (ED323; 1)</p> <ul style="list-style-type: none"> <li>• Digital citizenship planning: Cybersafety (ED453; 1)</li> <li>• Digital citizenship planning: Internetiquette (ED453; 1)</li> <li>• Digital citizenship planning: communications protocols (ED453; 1)</li> <li>• Digital citizenship planning: responsible use of media (ED453; 1)</li> <li>• Strategic plan project (ED453; 1)</li> <li>• Development of the Technology Integration Portfolio (TIP) (ED453; 1)</li> <li>• Tech-enriched learning environment planning project (ED412; 1)</li> <li>• Lesson plan development for tech-enriched learning environments (ED412; 1)</li> <li>• Learning Management Systems element development assignments (ED413; 1,2)</li> <li>• Course plan and syllabus design and development project (ED413; 1)</li> <li>• Performance evaluations: online course design (ED414;</li> </ul>
--	---------	---	--

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

			<p>1)</p> <ul style="list-style-type: none"> <li>• Performance evaluations: online course facilitation (ED414; 1,2)</li> <li>• Performance evaluations: online course evaluation (ED414; 3)</li> <li>• Professional portfolio entries: The Educational Designer (ED414; 1)</li> <li>• Professional portfolio entries: The Educational Facilitator (ED414; 2,3)</li> <li>• Professional portfolio entries: The Educational Evaluator (ED414; 3)</li> <li>• Professional portfolio entries: The Reflective Professional (ED414; 3)</li> </ul>
<p><i>Standard 6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.</i></p>			
<p>1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.</p>	<ul style="list-style-type: none"> <li>• <b>ED411: Digital Citizenship and Mobile &amp; Remote Learning Technologies (1)</b></li> <li>• <b>ED323: Professional Strategies for Teaching (1)</b></li> </ul>	<p>1. The online teacher is a thoughtful and responsive communicator.</p> <p>2. The online teacher models effective communication strategies in conveying ideas and information and in asking</p>	<ul style="list-style-type: none"> <li>• <b>Instructional media development project: podcasts and screencasts (ED411; 1,2,3)</b></li> <li>• <b>Instructional media development project: digital video (ED411; 1,3)</b></li> </ul>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

	<ul style="list-style-type: none"> <li>• ED453: Media &amp; Technologies for Teaching (1)</li> <li>• ED412: Instructional Technology Strategies (1)</li> <li>• ED413: Designing Online Instruction (1)</li> <li>• ED414: Professional Internship in Online Teaching, PreK-12 (1)</li> <li>• ED415: Teaching Online (1)</li> </ul>	<p>questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).</p> <p>3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.</p> <p>4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).</p>	<ul style="list-style-type: none"> <li>• Digital citizenship planning: Internetiquette and communications protocols (ED411; 1,2)</li> <li>• Instructional media implementation: facilitation techniques review (ED323; 1)</li> <li>• Instructional media development project: WWW site development and publishing (ED323; 1,3)</li> <li>• Instructional media development project: resource ports and webquests (ED323; 1,3)</li> <li>• Digital citizenship planning: communications protocols (ED323; 1)</li> <li>• Strategic plan project (ED323; 1)</li> <li>• Development of the Technology Integration Portfolio (TIP) (ED323; 1,3)</li> <li>• Instructional media implementation: facilitation techniques review (ED453; 1)</li> <li>• Instructional media development project: WWW site development and publishing (ED453; 1,3)</li> <li>• Instructional media</li> </ul>
--	---	---	--

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

			<p>development project: resource ports and webquests (ED453; 1,3)</p> <ul style="list-style-type: none"><li>• Strategic plan project (ED453; 1)</li><li>• Development of the Technology Integration Portfolio (TIP) (ED453; 1,3)</li><li>• Analysis of the instructional methods spectrum related to teaching with technologies (ED412: 2)</li><li>• Learning Management Systems element development assignments (ED413; 2,3)</li><li>• Course plan and syllabus design and development project (ED413; 2)</li><li>• Performance evaluations: online course facilitation (ED414; 1,2,3,4)</li><li>• Professional portfolio entries: The Knowledgeable Professional (ED414; 1)</li><li>• Professional portfolio entries: The Educational Designer (ED414; 1,2)</li><li>• Professional portfolio entries: The Educational Facilitator (ED414; 1,3,4)</li></ul>
--	--	--	--

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

			<ul style="list-style-type: none"> <li>• Professional portfolio entries: The Reflective Professional (ED414; 1)</li> <li>• Reflective exercises: online course design (ED415; 1)</li> <li>• Reflective exercises: online course facilitation (ED415; 1)</li> <li>• Reflective exercises: online course evaluation (ED415; 1)</li> </ul>
<p>Standard 7: <i>Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</i></p>			
	<ul style="list-style-type: none"> <li>• ED323: Professional Strategies for Teaching, K-8</li> <li>• ED453: Media &amp; Technologies for Teaching, 6-12</li> <li>• ED412: Instructional Technology Strategies</li> <li>• ED413: Designing Online Instruction</li> <li>• ED414: Professional Internship in Online Teaching, PreK-12</li> </ul>	<ol style="list-style-type: none"> <li>1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.</li> <li>2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.</li> <li>3. The online teacher designs and develops subject-specific online content.</li> </ol>	<ul style="list-style-type: none"> <li>• Instructional media development project: WWW site development and publishing (ED323; 3,4,5)</li> <li>• Instructional media development project: resource ports and webquests (ED323; 3,4,5)</li> <li>• Digital citizenship planning: responsible use of media (ED323; 6)</li> <li>• Strategic plan project (ED323; 1,6)</li> <li>• Development of the Technology Integration Portfolio (TIP) (ED323; 1,3,4,5)</li> </ul>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

		<p>4. The online teacher uses multiple forms of media to design course content.</p> <p>5. The online teacher designs course content to facilitate interaction and discussion.</p> <p>6. The online teacher designs course content that complies with intellectual property rights and fair use standards.</p>	<ul style="list-style-type: none"> <li>• Instructional media development project: WWW site development and publishing (ED453; 3,4,5)</li> <li>• Instructional media development project: resource ports and webquests (ED453; 3,4,5)</li> <li>• Digital citizenship planning: responsible use of media (ED453; 6)</li> <li>• Strategic plan project (ED453; 1)</li> <li>• Development of the Technology Integration Portfolio (TIP) (ED453; 1,3,4,5)</li> <li>• Tech-enriched learning environment planning project (ED412; 2,3,4,5,6)</li> <li>• Lesson plan development for tech-enriched learning environments (ED412; 2,3,4,5)</li> <li>• Learning Management Systems element development assignments (ED413; 1,2,3,4,5,6)</li> <li>• Course plan and syllabus design and development project (ED413; 1,2,3,4,5,6)</li> </ul>
--	--	---	---

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

			<ul style="list-style-type: none"> <li>• Performance evaluations: online course design (ED414; 1,2,3,4,5,6)</li> <li>• Performance evaluations: online course facilitation (ED414; 1,2)</li> <li>• Professional portfolio entries: The Educational Designer (ED414; 1,2,3,4,5,6)</li> <li>• Professional portfolio entries: The Educational Facilitator (ED414; 1,2)</li> </ul>
<p><i>Standard 8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.</i></p>			
	<ul style="list-style-type: none"> <li>• ED323: Professional Strategies for Teaching, K-8</li> <li>• ED453: Media &amp; Technologies for Teaching, 6-12</li> <li>• ED413: Designing Online Instruction</li> <li>• ED414: Professional Internship in Online Teaching, PreK-12</li> </ul>	<p>1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate</p>	<ul style="list-style-type: none"> <li>• Digital citizenship planning: Cybersafety (ED323; 2)</li> <li>• Strategic plan project (ED323; 2)</li> <li>• Development of the Technology Integration Portfolio (TIP) (ED323; 1)</li> <li>• Digital citizenship planning: Cybersafety (ED453; 2)</li> <li>• Digital citizenship planning: Internetiquette (ED453; 2)</li> <li>• Strategic plan project (ED453; 2)</li> </ul>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

		<p>student performance and progress, and modify teaching and learning strategies.</p> <p>2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.</p>	<ul style="list-style-type: none"> <li>• Development of the Technology Integration Portfolio (TIP) (ED453; 1)</li> <li>• Course plan and syllabus design and development project (ED413; 1,2)</li> <li>• Performance evaluations: online course evaluation (ED414; 1,2)</li> <li>• Professional portfolio entries: The Educational Evaluator (ED414; 1,2)</li> </ul>
<p>Standard 9: <i>Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.</i></p>			
<p>1. The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).</p> <p>2. The online teacher knows how educational standards and curriculum align with 21<sup>st</sup> century skills.</p>	<ul style="list-style-type: none"> <li>• ED323: Professional Strategies for Teaching (1,2)</li> <li>• ED453: Media &amp; Technologies for Teaching (1,2)</li> <li>• ED414: Professional Internship in Online Teaching, PreK-12 (1,2)</li> <li>• ED415: Teaching Online (1,2)</li> </ul>	<p>1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).</p> <p>2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.</p> <p>3. The online teacher</p>	<ul style="list-style-type: none"> <li>• Digital citizenship planning: responsible use of media (ED323; 1,2)</li> <li>• Strategic plan project (ED323; 1,2)</li> <li>• Development of the Technology Integration Portfolio (TIP) (ED323; 1,2,3)</li> <li>• Digital citizenship planning: responsible use of media (ED453; 1)</li> <li>• Strategic plan project (ED453; 1,2)</li> </ul>

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

		<p>demonstrates alignment of educational standards and curriculum with 21st century technology skills.</p>	<ul style="list-style-type: none"><li>• Development of the Technology Integration Portfolio (TIP) (ED453; 1,2,3)</li><li>• Performance evaluations: online course design (ED414; 1,2,3)</li><li>• Performance evaluations: online course facilitation (ED414; 1,2,3)</li><li>• Performance evaluations: online course evaluation (ED414; 1,2,3)</li><li>• Professional portfolio entries: The Knowledgeable Professional (ED414; 1,2,3)</li><li>• Professional portfolio entries: The Educational Designer (ED414; 1,2,3)</li><li>• Professional portfolio entries: The Educational Facilitator (ED414; 1,2,3)</li><li>• Professional portfolio entries: The Educational Evaluator (ED414; 1,2,3)</li><li>• Professional portfolio entries: The Reflective Professional (ED414; 1,3)</li><li>• Reflective exercises: online course design (ED415; 1,2,3)</li><li>• Reflective exercises: online course facilitation (ED415;</li></ul>
--	--	--	---

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

			1,2,3) • Reflective exercises: online course evaluation (ED415; 1,2,3)
<i>Standard 10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.</i>			

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 16, 2015**

---

**SUBJECT**

Boise State University; Proposed Master in Teaching Special Education Endorsement Program.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

**Special Education Teaching Endorsement**

The field of special education has an increasing need for qualified teachers. In order to help meet the current demand, Boise State University (BSU) has submitted a proposal to offer a Masters in Teaching (MIT) program that will lead to Generalist K-12 teaching certification and endorsement.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Generalist K-12 Endorsement program proposed by BSU. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Generalist K-12 teachers would be met and/or surpassed through the proposed program.

During its October 2014 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed Generalist K-12 Teaching Endorsement program offered through BSU. With the conditionally approved status, BSU may admit candidates to the MIT Generalist K-12 Teaching Endorsement program, and will undergo full approval once there are program completers.

**IMPACT**

Adoption of the Professional Standards Commission recommendation and approval of Boise State University's Master in Teaching Special Education program as a pathway for earning the Special Education Generalist K-12 Teaching Endorsement will allow the candidates from the program to apply for the endorsement at the successful completion of the program.

**ATTACHMENTS**

Attachment 1 – Master in Teacher Generalist K-12  
Endorsement Program Proposal

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Completers of the program will be eligible for the state Special Education Generalist K-12 Teaching Endorsement on their teaching certificate. All approved teacher preparation programs must be aligned to the applicable Idaho Standards for Initial Certification of Professional School Personnel.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

---

**BOARD ACTION**

I move to accept the Professional Standards Commission recommendation and to approve the Masters of Teaching in Special Education for the Special Education Generalist K-12 Teaching Endorsement offered through Boise State University.

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



**BOISE STATE UNIVERSITY**

COLLEGE OF EDUCATION

*Department of Special Education  
and Early Childhood Studies*

**Table of Contents**

**Education Department Conceptual Framework ..... 2**  
 Special Education and Early Childhood Studies Mission and Vision .....2  
 Program Details.....3  
 Course Cycle.....4

**Course Descriptions ..... 5**  
 Alignment of coursework to Idaho Special Education Generalist Standards .....7

**Course Syllabi ..... attached as a zip file**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Conceptual Framework  
Boise State College of Education**

*Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.*

**Department of Special Education and Early Childhood Studies  
Mission & Vision Statement**

The Department of Special Education and Early Childhood Studies at Boise State University is committed to preparing highly-qualified, expert special education and early childhood educators. The teacher training programs within the department are grounded in an experiential learning model that has at its core, the integration of evidence-based practices.

Guiding the special education programs is the understanding that special educators must be able to understand the unique needs of the individual with exceptionalities; design an individualized instructional plan grounded in research-based methods to support those unique needs; learn to teach diagnostically to ensure that students with exceptionalities are benefitting from the instruction; and to create a safe and positive learning environment.

*Department Goals*

1. To increase the number of Special Education Teachers and Early Childhood Interventionists in Idaho who are able to provide high-quality instruction and evidenced-based interventions for children with disabilities
2. To prepare high quality scholars, with a particular focus on increasing the diversity of the work force.
3. To provide teacher candidates with a training program that reflects current research and evidence-based practices to ensure graduates attain the required competencies
4. To collaborate with school and community partners to provide experiential learning opportunities and to provide a service to high needs schools and communities.
5. To integrate the current and appropriate use of technology to promote learning.

*Guiding Principles of our Teacher Training Programs*

Our goal in the Department of Special Education and Early Childhood Studies is to prepare special educators *to be active collaborators, reflective and skilled practitioners, effective leaders and change agents in high needs areas, and advocates for children with disabilities and their families.* Our program provides an opportunity for scholars to integrate theory and practice in diverse settings through the study and application of evidence-based practices.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Active Collaborators** develop and sustain collaborative relationships among teachers, students and their families, administrators, and other community stakeholders. Educators understand their roles as professional colleagues in the school, community and professional organizations. They actively help to shape the culture of classrooms and model professional behaviors appropriate for those entrusted with educating today's children and young people.

**Reflective and Skilled Practitioners** are prepared to analyze situations, set goals, plan and monitor actions, and assess outcomes. They are committed to culturally responsive and evidence-based practices that engage students in their learning. They demonstrate proficiency in the selection and differentiation of appropriate supports, accommodations, curriculum modifications, strategies, and assessment practices that are appropriate for the diverse populations they serve. They use formative and summative data as evidence for decision-making.

**Effective Leaders and Change Agents** have a vision. They articulate a personal philosophy of education that includes a belief in every student they serve. Effective change agents collaborate with a variety of colleagues to develop individualized supports and strategies for students and families, especially in Idaho's high need rural schools and schools with a growing percentage of children with limited English proficiency. They see themselves as part of a team working towards a common goal. Effective leaders lead by example, not by directive.

**Advocates** for Children with Disabilities and their Families act as a voice for children and youth, demonstrating a commitment to the success of all. Advocates are well versed in research-based strategies that have been proven effective for delivering and adapting curriculum, teaching social skills, designing communication systems, and increasing personal independence.

**Programmatic Details:**

The Master in Teaching in Special Education or Early Childhood Studies are housed within the College of Education at Boise State University. The MIT program provides candidates the option of earning a graduate degree and their teaching certificate in either special education or in birth-grade 3, and consists of 37 graduate-level credits. The program prepares people with a bachelor's degree to effectively educate students with disabilities or young children with exceptionalities in a variety of classroom contexts. Successful completion of the MIT in SPED program fulfills the Idaho State Department of Education requirements for an Exceptional Child Certificate, Generalist Endorsement (K-12); completion of the MIT in ECS program fulfills the Idaho State Department of Education requirements for an Exceptional Child Certificate, Early Childhood Special Education Endorsement.

**Requirements for Admission to the MIT in SPED or ECS Program:**

- Official transcripts from all institutions of higher education attended
- 3.0 or high GPA in undergraduate program
- Completed Boise State University Graduate College Application
- GRE

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Requirements for MIT Graduation and Institutional Recommendation:**

- Graduate coursework must be completed with a grade of B or better
- Graduates must complete the coursework within five years of matriculation into the program
- Candidates must be continually enrolled while completing the program
- Candidates must receive a passing score on the appropriate Praxis exam

**MIT in Special Education Required Course Cycle:**

<b>Semester</b>	<b>Course</b>	<b>Credit hours</b>
<b>Summer 1</b>	ECS 510 Foundations of Practice	10
	SPED 556 Evidence Based Practices	
	SPED 540 Law	
	Seminar (1)	
<b>Fall</b>	SPED 558 Data Based Decision Making	10
	SPED 554 Behavior	
	SPED 541 Transition	
	Seminar (1)	
<b>Spring</b>	SPED 552 Language Arts	10
	SPED 533 Math	
	500+ Elective (3)	
	Seminar (1)	
<b>Summer 2</b>	SPED 557 Universal Design	7
	ECS 513 Families (3)	
	Seminar (1)	
<b>Total</b>		<b>37</b>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

The following pages provide a brief description of the courses offered in the MIT programs:

ED-ECS 510 FOUNDATIONS OF PRACTICE IN ECSE (3-0-3)(SU). Both typical and atypical development of children across the domains from birth through age 8. Focus on Developmentally Appropriate Practices and curriculum models. Fieldwork required.

ED-ECS 511 EI/ECSE ASSESSMENT AND EVALUATION (3-0-3)(F). Assessment and ongoing evaluation in EI/ECSE. Focus on screening, eligibility, curriculum-based measurement, progress monitoring, and data-based decision making. Fieldwork required.

ED-ECS 512 POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS IN EARLY CHILDHOOD (3-0-3)(F). Implementation of positive behavioral interventions and supports at program, classroom and individual-student levels. Focus on implementing positive, preventive and function-based interventions in school, home and community environments. Fieldwork required.

ED-ECS 513 FAMILY SYSTEMS AND COLLABORATION (3-0-3)(SU). Early intervention models, service delivery, family systems, and collaboration with parents and educators. Fieldwork required.

ED-ECS 514 ECSE METHODS (3-0-3)(S). Application of a linked system of assessment, goal development, intervention and evaluation to provide services across developmental domains. Fieldwork required.

ED-ECS 515 EARLY INTERVENTION, BIRTH TO THREE: ECE/ECSE (3-0-3)(F). Development of infants, both typically developing and those with delays and disabilities. Focus on learning in naturalistic environments, coaching families, and designing and implementing interventions. Fieldwork required.

ED-SPED 540 DISABILITY/SPECIAL EDUCATION AND THE LAW (3-0-3)(SU). Advanced coverage of the American legal system as relevant to individuals with disability (P-age 21), using the six principles of P.L. 94-142 as a framework. Fieldwork required. PRE/COREQ: ED-SPED 550 or PERM/INST.

ED-SPED 541 SECONDARY TRANSITION (3-0-3)(F). Essential components of career development and transition education for persons with disabilities from middle school through adulthood. Emphasis is placed on IDEA requirements, comprehensive transition assessment, person centered planning, and issues and trends in transition education and services. Fieldwork required.

ED-SPED 550 TEACHING STUDENTS WITH EXCEPTIONAL NEEDS (3-0-3)(SU). Education of students with exceptional needs. Characteristics of students with disabilities, relevant legislation, assessment techniques, curricular adaptations and accommodations, and collaboration. Fieldwork required.

ED-SPED 552 LANGUAGE ARTS FOR SPECIAL EDUCATORS (3-0-3)(S). Advanced professional knowledge and skills in developing and implementing programs for students with disabilities, including data analysis in programmatic decision-making. Fieldwork required.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

ED-SPED 554 POSITIVE BEHAVIOR PROGRAMS (3-0-3)(F). Current best practices in development and implementation of instructional and behavioral programs for students with challenging behaviors. Fieldwork required.

ED-SPED 556 EVIDENCE-BASED PRACTICES AND STUDENTS WITH SUPPORT NEEDS (3-0-3)(SU). The role of educators in identifying, understanding and implementing evidence-based practices is examined, with focus on the characteristics of learners with significant support needs. Fieldwork required.

ED-SPED 557 UNIVERSAL DESIGN AND ASSISTIVE TECHNOLOGY (3-0-3)(SU). Principles of universal design for learning that promote inclusive learning. Focus on theoretical frameworks and practical applications of instructional design. Adaptive and assistive technology to support the specific needs of students with disabilities. Fieldwork required.

ED-SPED 558 ASSESSMENT IN SPECIAL EDUCATION (3-0-3)(F). Various types of assessment that inform the screening, diagnosis, evaluation and program planning for students with disabilities are reviewed. Interpret and analyze assessment data to inform instruction and behavior interventions. Fieldwork required.

ED-SPED 570 MATHEMATICS FOR SPECIAL EDUCATORS (3-0-3)(S). Advanced research-based instruction and teaching strategies in mathematics for students with disabilities. Response to Intervention (RTI), integrated formative assessment and interventions in mathematics. Fieldwork required.

ED-SPED 598 SEMINAR IN SPECIAL EDUCATION (1-3)(F/S/SU). Seminar topics directly relate to fieldwork experiences and focus on collaboration, instructional strategies and management of the classroom environment. May be repeated for credit.

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

**Institution: Boise State University Program: Master in Teaching in Special Education**

**Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction**

- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent instruction

3c: Engaging Students in Learning

*Idaho Core Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

*Correlated to Idaho Special Education Standard #2: Knowledge of Human Development & Learning. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.*

<b>Idaho Content Area Standards</b> <b>For: <a href="#">Generalist K-12 Special Ed</a></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)
1. Understands how the learning patterns of students with disabilities may differ from the norm	ECS 510 SPED 552 SPED 533 SPED 556	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.	During field placement in Spring semester, candidates will plan, implement, assess and reflect on instructional lessons they deliver in language arts and math that incorporate the instructional approaches taught in their coursework.  Candidates will be required to video tape a minimum of 3 lessons throughout the semester that they will debrief with their cohort and their supervisor

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Framework for Teaching Domain # 1: Planning and Preparation**

- 1b: Demonstrating Knowledge of Students

*Idaho Core Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

*Correlated to Idaho Standards for Special Education Generalist 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 learners from diverse cultural backgrounds and with exceptionalities.*

<b>Idaho Content Area Standards</b> <b>For: Generalist K-12 Special Ed</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)
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).	SPED 552, 533, 557, 554   ECS 510, SPED 556, SPED 540   SPED 540, ECS 513	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.	Candidates will be required to plan, implement, assess and reflect on lessons in language arts and math, as well as implement behavior plans. Video recordings of these assignments will be submitted.  Candidates will develop IEPs in their coursework where they create appropriate instructional plans based on the student's disability type  Candidates will have to connect with a service agency to obtain information related to the special health care needs of students with disabilities and prepare a written summary within a student's IEP of the potential effects/concerns on learning

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Framework for Teaching Domain # 2: Classroom Environment and Domain # 3 Instruction**

- 2a: Creating an Environment of Respect and Rapport

- 3c: Engaging Students in Learning

***Idaho Core Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***

***Correlated to Idaho Special Education Generalist Standard #5, Classroom Motivation and Management Skills: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation***

<b>Idaho Content Area Standards For: Generalist K-12 Special Ed</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)
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,	SPED 554, SPED 540   SPED 554, SPED 558   SPED 554	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	During the Fall semester, candidates in this program will take the Behavior course, along with the Data-based decision making course. During this semester, candidates will be in a field placement and will be required to carry out a functional behavior assessment, develop goals for a specific student's behavioral concerns, implement an instructional/behavior plan to support the student in achieving those goals, collect and monitor data on the plan's effect, make changes as the data may or may not warrant, and conclude with a written summary of the student's performance. The candidate





STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

			<p>required to plan a series of lessons for language arts and a series of lessons for math instruction that meets the needs of the students they are serving and that relies on the use of EBP. Candidates will also be required to monitor progress of their student groups using progress monitoring tools. At the end of the semester, candidates will turn in their lesson plans, student progress monitoring data along with indications of where they made instructional changes, and an overall summary of student performance relative to their individualized goals. Candidates will also submit a minimum of 3 videos that will be assessed using the EBP tools they use in 556.</p>
--	--	--	--

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Framework for Teaching Domain #3: Instruction**

- 3a: Communicating with students
- 3c: engaging students in learning
- 3f: demonstrating flexibility and responsiveness

*Idaho Core Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

*Correlated to Idaho Special Education Generalist Standard #6: Communication Skills The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*

<b>Idaho Content Area Standards</b> <b>For: Generalist K-12 Special Ed</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)
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.	SPED 556 SPED 557 SPED 541 ECS513  SPED 556 SPED 557 SPED 541 ECS513	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.	Throughout the program, candidates will learn a variety of techniques to engage students to participate in educational environments. In SPED 553 and 533, candidates will be required to ensure students are engaged and have opportunities to respond during the lesson – this will be captured on the video files they submit during Spring.  In the second summer semester, during the Universal Design course, candidates will be required to develop an assistive technology plan for their students that facilitates their ability to

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

			<p>participate meaningfully in their lessons – using speech to text and other assistive technology apps that are available for students with disabilities. Candidates will submit their AT plan, specific individual lesson plans and notes on progress of their students who are using them to engage more meaningful in their instruction.</p>
--	--	--	--

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Framework for Teaching Domain #1: Planning and Preparation #3 Instruction**

- 1f: designing student assessments

- 3d: Using assessment in instruction

***Idaho Core Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.***

***Correlated to Idaho Special Education Generalist 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***

<b>Idaho Content Area Standards</b> <b>For: Generalist K-12 Special Ed</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>1. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.</p> <p>2. The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.</p> <p>3. The teacher understands how to assist colleagues in designing adapted assessments. 159</p>	<p>SPED 540 SPED 558</p> <p>SPED 558, ECS 513</p> <p>SPED 558, SPED 557</p>	<p>1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.</p> <p>2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities.</p> <p>3. The teacher gathers background information regarding academic, medical, and social history.</p> <p>4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate</p>	<p>Candidates in fall and spring will be in field placements and will be required to review assessment data to conduct an FBA and plan a behavior intervention, and use assessment data to plan an instructional program in language arts and math in the spring using, formal, informal and progress monitoring data. They will submit their instructional plans and formative assessment data as evidence of meeting this competency.</p> <p>Candidates will be required to participate in an IEP meeting and gather information on students performance to inform their instructional planning. They will</p>



**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Framework for Teaching Domain # 1: Planning and Preparation**

- 1b: Demonstrating knowledge of students
- 1e: designing coherent instruction

***Idaho Core Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Correlated to Idaho Special Education Generalist Standard #7, Planning for Instruction: The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, curriculum goals and instructional strategies.***

<b>Idaho Content Area Standards For: Generalist K-12 Special Ed</b> (Insert appropriate language from content area <u>"Knowledge"</u> 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 <u>"Performance"</u> 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)
1. Understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities (K).  2. Understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment (K).  3. Understands the general education curriculum and state standards	SPED 558, 540, 552, 533, 556   SPED 558, 540, 552, 533, 556, 541   SPED 552, 533	1. Develops comprehensive, outcome-oriented IEPs in collaboration with IEP team members  2. Conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress  3. Evaluates and links the student's skill development to the general education curriculum	Candidates will submit an IEP in both fall and spring semester through their field placements.  Candidates will select a task/instructional objective and list the steps in a task analysis they submit during SPED 556.  Candidates will develop standards based IEPs in 552 and 533 courses

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>developed for student achievement (K).</p> <p>4. Recognizes the importance of the development of self-determination and self-advocacy skills for students with disabilities (D).</p>	<p>SPED 541, 556</p>	<p>4. Develops and uses procedures for monitoring student progress toward individual learning goals</p> <p>5. Uses strategies for facilitating maintenance and generalization of skills across learning environments</p> <p>6. In collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings</p> <p>7. Develops opportunities for career exploration and skill development in community-based settings</p> <p>8. Designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities</p> <p>9. Considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly</p>	<p>Candidates will submit their instructional plans with student PM data</p> <p>Candidates will develop plans for the use of universal design and assistive technology across the student's multiple course settings</p> <p>Candidates will participate in a team meeting for transition planning and will submit a transition plan in 541</p> <p>The candidate's transition plan they submit for their student will include a focus on career exploration and accessing the community, developing independent skills. Where relevant, the candidate will include information about integrating resources accordingly.</p>
---	----------------------	--	--

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Framework for Teaching Domain #3: Instruction**

- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging students in learning

***Idaho Core Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***Correlated to Idaho Special Education Generalist Standard #4, Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.***

<b>Idaho Content Area Standards For: Generalist K-12 Special Ed</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)
1. Understand individualized skills and strategies necessary for positive support of academic success  2. Understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community  3. Understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions	SPED 556, 552, 533, 557  SPED 554, ECS 513  SPED 552, 557	1. Demonstrate ability to teach students with disabilities in a variety of educational settings  2. Designs, implements, and evaluates instructional programs that enhance a student’s participation in the family, school & community activities  3. Advocates for and models the use of appropriate social skills	Candidate will submit videos of their instruction during fall and spring semester, from a variety of settings, including the general class, resource and extended resource rooms.  Candidate will submit IEPs and lesson plans and video instruction that includes an emphasis on participation in family school and community activities.  Video reflection of instruction, specifically in SPED 554 that includes a focus on social skills instruction.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>4. Recognizes that appropriate social skills facilitate student success in all environments</p>	<p>SPED 554</p>	<p>4. Provides social skills instruction that enhances student success</p> <p>5. Creates an accessible learning environment through the use of assistive technology</p> <p>6. Demonstrates the ability to implement strategies that enhance students' expressive and receptive communication</p>	<p>Candidates will submit a lesson plan designed according to the principles of Universal Design, and will integrate the use of assistive technology into their instruction for language arts and math for students.</p>
--	-----------------	--	--

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Framework for Teaching Domain #4: Professional Responsibilities**

- 4a: Reflecting on Teaching
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

*Idaho Core Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

*Correlates with Idaho Special Education Standard #9: Reflection and Professional Development. 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*

<b>Idaho Content Area Standards</b> <b>For: Generalist K-12 Special Ed</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)
1. 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	SPED 540, ECS 513	1. Practices within the CEC code of ethics and other standards and policies of the profession	Candidates will submit an IEP, video reflections, lesson plans, assessments, that will all be assessed through the lens of the professional standards.



**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>disabilities</p> <p>4. Aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner</p> <p>5. 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</p> <p>6. 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</p> <p>7. Knows how to train or access training for paraprofessionals</p> <p>8. Knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support</p> <p>9. Recognizes the importance of the relationship between school and family</p> <p>10. Appreciates the dignity and privacy of students and families</p>	<p>ECS 513</p> <p>ECS 513</p> <p>ECS 513, SPED 540, SPED 558, SPED 554</p> <p>ECS 510, SPED 540</p> <p>SPED 541</p> <p>ECS 513, SPED 541</p> <p>ECS 513</p> <p>ECS 513, SPED 540</p> <p>SPED 540, SPED 541, SPED 558</p>	<p>5. Creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws</p> <p>6. Encourages and assists families to become active participants in the educational team</p> <p>7. 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</p> <p>8. Communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities</p> <p>9. Participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels</p>	<p>participate in an IEP meeting and to communicate with stakeholders. They will submit written documentation of their work</p> <p>Candidates will submit their IEP documentation that they prepare with their field placement's software system. Candidates will demonstrate to their field supervisor that they have effectively use that system.</p> <p>Candidates will prepare tools/information to share with parents about their students' instructional program and deliver that information to parents/families.</p> <p>Candidates will submit their instructional plans and documentation through written reports and videos – included in these assignments will be evidence of collaboration (e.g. notes, phone call logs, general education modifications etc...)</p> <p>Candidates will develop a tiered approach to behavior supports and submit that plan as an assignment during their SPED 554 course.</p>
--	--	--	---

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>11. Respects the unique contribution of family knowledge regarding the child's abilities and needs</p> <p>12. Commits to the role of problem solver as part of the building team</p>			
---	--	--	--

**\*Legend for Course Numbers:**

Course Number	Course Titles	Credit Hours
510	Foundations of Practice in ECSE	3
556	<b>Evidence-Based Practices</b>	3
540	Special Education Law	3
558	Data-based Decision Making	3
554	<b>Behavior</b>	3
541	Transition	3
552	Language Arts for Students with Disabilities	3
533	Mathematics for Students with Disabilities	3
557	Universal Design	3
513	Families	3
	Elective	3
598	Seminar	4
		37 Credit Hours



**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>4. The educator understands language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.</p>	<p>ECS 514</p>		
<p>5. The educator understands the elements of play and how play assists children in learning.</p>	<p>ECS 510, ECS 515</p>		
<p>6. The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.</p>	<p>ECS 515</p>		
<p>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.</p>	<p>ECS 512</p>		<p>In the series of early childhood intervention methods courses (ECS 514 and 515), candidates will demonstrate knowledge of content areas through the demonstration of applied field-based activities and assignments including developing goals/objectives based on assessment results, intervention and lesson planning, and progress monitoring.</p>
<p>8. The educator understands that acquisition of self-help skills facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating and sleeping)</p>	<p>ECS 514, ECS 515</p>		
<p>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.</p>	<p>ECS 514, ECS 515</p>		

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<b>Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction</b>			
<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1e: Designing Coherent instruction</li> </ul>		<ul style="list-style-type: none"> <li>• 3c: Engaging Students in Learning</li> </ul>	
<p><i>Standard 2: Knowledge of Human Development and Learning: The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</i></p>			
<b>Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers</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)
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.	ECS 513  ECS 513, ECS 515  ECS 510, ECS 515  ECS 515	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.	During the first summer session, candidates will explore child development and the impact of disability and environment on children’s learning. In ECS 510 candidates will design a classroom environment to meet the needs of students with a variety of special education needs, paying attention to developmentally appropriate practices. Candidates will also assess home visiting practices and the impact of home environments on children’s development. Finally, candidates will design an early childhood program to meet the needs of children with and without disabilities and their families.  During the Fall semester, candidates in ECS 515 will participate in an Individualized Family Service Plan including building relationships with a family, conduct an assessment of children’s development and family’s needs, designing goals and targeted

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>5. The educator understands the development of consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.</p>	<p>ECS 515</p>		<p>learning opportunities, and evaluating progress in natural learning environments.</p> <p>In their final summer semester, candidates in ED-ECS 513 will explore the importance and impact of family involvement and effective collaboration through the completion of a series of collaboration projects that require them to research issues in collaboration as well as tools for supporting and guide a collaborative special education process.</p>
---	----------------	--	---

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<b>Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction</b>			
<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1e: Designing Coherent Instruction</li> </ul>		<ul style="list-style-type: none"> <li>• 3c: Engaging Students in Learning</li> </ul>	
<p><i>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 learners from diverse cultural backgrounds and with exceptionalities.</i></p>			
<b>Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers</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)
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.	ECS 510	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 education, cognitive, physical, social and emotional behavior of children with disabilities.	<p>Candidates will be required to plan, implement, assess and reflect on activity plans for infants, toddlers and young children with special education needs across developmental domains. Video recordings of these assignments will be submitted.</p> <p>Candidates will develop IFSPs and IEPs in their coursework where they create appropriate intervention plans based on the student’s disability type and the family’s priorities and needs.</p> <p>Candidates will have to connect with a service agency to obtain information related to the special health care needs of infants, toddlers and young children with disabilities and prepare a written summary within a student’s IFSP/IEP of the potential impacts on learning.</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

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.	ECS 510, ECS 513		
3. The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.	ECS 510, ECS 514, SPED 540, SPED 556		
4. The educator knows how to access information regarding specific children's needs and disability-related issues (e.g., medical, support and service delivery)	ECS 513, SPED 540		

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<b>Framework for Teaching Domain # 2: Classroom Environment and Domain # 3 Instruction</b>			
2a: Creating an Environment of Respect and Rapport		3c: Engaging Students in Learning	
<i>Standard 4: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.</i>			
<b>Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers</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)
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)	ECS 512, ECS 514, ECS 515	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.	Candidates will submit videos of their instruction during Fall and Spring semester, from a variety of settings, including infant-toddler environments, early head start, developmental preschool and K-3 special education programs. Candidates will be evaluated on both the classroom environment and instruction.  Candidates will submit IFSPs and IEPS as well as activity plans and video instruction that includes an emphasis on participation in family, school and community activities.  In ECS 512, candidates will submit video instruction and reflect specifically on social skills instruction.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<b>Framework for Teaching Domain # 2: Classroom Environment and Domain # 3 Instruction</b>			
• 2a: Creating an Environment of Respect and Rapport		• 3c: Engaging Students in Learning	
<i>Standard 5: Classroom Motivation and Management Skills: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</i>			
<b>Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers</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)
<ol style="list-style-type: none"> <li>1. The educator understands the importance of routines as a teaching strategy.</li> <li>2. The educator knows that physically and psychologically safe and health learning environments promote security, trust, attachment and the mastery motivation in young children.</li> <li>3. The educator understands applicable laws, rules, regulations and procedural safeguards regarding behavior management planning and plan implementation for children with disabilities.</li> <li>4. The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.</li> <li>5. The educator understands crisis prevention and intervention practices.</li> </ol>	<p>ECS 512, ECS 514</p> <p>ECS 512</p> <p>ECS 512, SPED 540</p> <p>ECS 512</p> <p>ECS 512</p>	<ol style="list-style-type: none"> <li>1. The educator promotes opportunities for young children in natural and inclusive settings.</li> <li>2. The educator embeds learning objectives within everyday routines and activities.</li> <li>3. The educator creates an accessible learning environment, including the use of assistive technology.</li> <li>4. The educator provides training and supervision for the classroom paraprofessional, aide, volunteer and peer tutor.</li> <li>5. The educator creates an environment that encourages self-advocacy and increased independence.</li> <li>6. The educator implements the least intrusive and intensive intervention consistent with the needs of children.</li> </ol>	<p>During their first Summer semester, candidates will learn about special education laws, policies and procedures including rules and regulations regarding behavior management and implementation of behavior support plans.</p> <p>During the Fall semester candidates will be in a field placement and will be required to develop a universal classroom management plan including consistent schedules, routines and expectations, systems for acknowledging appropriate behavior and consistent methods for responding to challenging behavior. Candidates will also develop lesson plans for teaching social emotional skills, including targeted small-group instruction for students who need additional supports. Finally, candidates will complete a functional behavioral assessment (FBA) and develop a comprehensive, function-based Behavior Support Plan.</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

6. The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.	ECS 512	7. The educator conducts functional behavior assessments and develops positive behavior supports.	During the Spring semester, candidates will continue field placement and will develop a series of intervention plans based on assessment data that embed learning opportunities within planned, routine and child-initiated activities.
---	---------	---	---

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<b>Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction</b>			
<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1e: Designing Coherent instruction</li> </ul>		<ul style="list-style-type: none"> <li>• 3c: Engaging Students in Learning</li> </ul>	
<i>Standard 6: Communication Skills: The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.</i>			
<b>Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers</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>Coursework and/or Equivalent Experience*</b> (List the required coursework and/or verified equivalent experience)	<b>Coursework and/or Equivalent Experience*</b> (List the required coursework and/or verified equivalent experience)
1. The educator adjusts language and communication strategies for the developmental age and stage of the child.	ECS 513, ECS 514, ECS 515, SPED 333, SPED 552, SPED 556, SPED 557	1. The student will use strategies to support and enhance communication skills of individuals with exceptionalities.	<p>Throughout the program, candidates will learn a variety of techniques to engage students to participate in educational environments. In their instructional methods courses (ECS 514, ECS 515, SPED 533, SPED 552), candidates will be required to ensure students are engaged and have opportunities to respond during the lesson – this will be captured on the video files they submit during Fall and Spring.</p> <p>In the second summer session, during SPED 557, candidates will be required to develop an assistive technology plan for their students that facilitates their ability to participate meaningfully in their lessons – using speech-to-text and other assistive technology apps that are available for students with disabilities. Candidates will submit their AT plan, specific individual lesson plans, and notes on the student progress to reflect on how the AT plan has engaged the students more meaningfully in instruction.</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<b>Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction</b>			
<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1e: Designing Coherent instruction</li> </ul>		<ul style="list-style-type: none"> <li>• 3c: Engaging Students in Learning</li> </ul>	
<i>Standard 7: Planning for Instruction: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies.</i>			
<b>Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers</b> (Insert appropriate language from content area " <u>Knowledge</u> " 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 " <u>Performance</u> " 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)
1. The educator understands theory and research that reflect currently recommended professional practice for working with families and children (birth through grade 3)	ECS 513, ECS 514, ECS 515, SPED 533, SPED 552, SPED 556	<ol style="list-style-type: none"> <li>1. The educator designs meaningful play experiences and integrated learning opportunities for development of young children.</li> <li>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 the identified resources, priorities, and concerns through the use of the IEP.</li> <li>3. The educator supports transitions for young children and their families (hospitals, home, ITP, HS, EHS, preschool and primary programs)</li> </ol>	<p>During their methods coursework (ECS 514, ECS 515, SPED 533, SPED 552), candidates will develop and submit IFSP/IEPs, including transition plans, which reflect family priorities and concerns as well as standards-based practices through their field placements.</p> <p>Candidates will select a task/instructional objective and list the steps in a task analysis they submit during SPED 556.</p> <p>Candidates will develop activity and instructional plans with accompanying progress-monitoring data.</p> <p>Candidates will develop plans for the use of universal design and assistive technology across the students' multiple course settings.</p>

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

		<p>4. The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.</p> <p>5. The educator evaluates and links children's skill development to that of same age peers.</p>	
--	--	--	--

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<b>Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction</b>			
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> </ul>		<ul style="list-style-type: none"> <li>1e: Designing Coherent instruction</li> <li>3c: Engaging Students in Learning</li> </ul>	
<i>Standard 8: Assessment of Student Learning: The teacher understands, uses and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.</i>			
<b>Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers</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)
<ol style="list-style-type: none"> <li>The educator understands the legal provisions, regulations and guidelines and ethical concerns regarding assessment of children.</li> <li>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.</li> <li>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 interventions service for birth to three years.</li> </ol>	<p>ECS 511, SPED 540</p> <p>ECS 511, ECS 514, SPED 552, SPED 533</p> <p>ECS 511</p>	<ol style="list-style-type: none"> <li>The educator assesses all developmental domains.</li> <li>The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.</li> <li>The educator collaborates with families and professionals involved in the assessment of children.</li> <li>The educator conducts an ecological assessment and used the information to modify various settings as needed and to integrate the children into those settings.</li> </ol>	<p>During their first Summer semester, candidates will learn about special education laws, policies and procedures including regulations and guidelines regarding assessment of young children.</p> <p>During the Fall semester candidates will be in a field placement and will be required to develop a comprehensive assessment portfolio on a target student with identified disabilities. The portfolio will include an initial screening, a diagnostic assessment, and a curriculum-based assessment on the whole child. Candidates will also design and implement progress monitoring tools to inform decision-making.</p> <p>In the Spring semester, candidates will continue field placement and will use assessment data to plan an instructional program in a developmental preschool and in K-3 language arts and math using</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

4. The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.	ECS 511		formal, informal and progress monitoring data. Candidates will submit their instructional plans and formative assessment data as evidence of meeting this competency.
---	---------	--	---

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<b>Framework for Teaching Domain # 4: Professional Responsibilities</b>			
<ul style="list-style-type: none"> <li>• 4a: Reflecting on Teaching</li> <li>• 4e: Growing and Developing Professionally</li> </ul>		<ul style="list-style-type: none"> <li>• 4f: Showing Professionalism</li> </ul>	
<p><b><i>Standard 9: Reflection and Professional Development: The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.</i></b></p>			
<b>Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers</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)
1. The educator understands NAEYC licensure and DEC personnel standards.	ECS 510, ECS 514, ECS 515, SPED 533, SPED 552	1. The educator practices behavior congruent with NAEYC licensure and DEC personnel standards.	<p>In their first summer semester, candidates will develop a program manual for an Early Childhood program where they will incorporate NAEYC &amp; DEC guidelines and standards.</p> <p>During the Fall and Spring semesters, during their field placement, candidates will submit videos of their instruction, which will be assessed by program faculty and reflected on by candidates through the lens of the professional standards.</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Framework for Teaching Domain # 4: Professional Responsibilities**

- 4a: Reflecting on Teaching
- 4e: Growing and Developing Professionally

4f: Showing 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.***

<b>Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers</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)
<ol style="list-style-type: none"> <li>1. The educator knows the NAEYC and DEC code of ethics.</li> <li>2. The educator knows family systems theory and its application to the dynamics, roles and relationships with families and communities.</li> <li>3. The educator knows community, state, and national resources available for young children and their families.</li> <li>4. The educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.</li> <li>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).</li> </ol>	<p>ECS 510, ECS 513</p> <p>ECS 513, ECS 515</p> <p>ECS 513</p> <p>ECS 513, ECS 514, ECS 515</p> <p>ECS 510, ECS 513, ECS 514, ECS 515</p>	<ol style="list-style-type: none"> <li>1. The educator practices behavior congruent with the NAEYC code of ethics and the DEC code of ethics.</li> <li>2. The educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers to support the child's development and learning.</li> <li>3. The educator identifies and accesses community, state, and national resources for young children and families.</li> <li>4. The educator advocates for young children and their families.</li> <li>5. The educator creates a manageable system to maintain all program and legal</li> </ol>	<p>Candidates will participate in the IFSP/IEP process as a collaborative team member, communicating with stakeholders and designing intervention goals reflecting family priorities and concerns. Candidates will also articulate parent rights and responsibilities in the IFSP/IEP process. They will submit written documentation of their work.</p> <p>During their field placements, candidates will work collaboratively with paraprofessionals and specialists (e.g., OT, PT, SLP). This collaboration includes participating in a team-based IFSP/IEP process, sharing classroom responsibilities and managing staff and volunteers. They will submit written reflections on their collaboration.</p> <p>Candidates will prepare tools/information to share with parents about their students' educational programs and deliver that information to parents/families.</p>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<p>6. The educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals and programs as they relate to children with disabilities.</p> <p>7. The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.</p>	<p>SPED 540</p> <p>ECS 513</p>	<p>records for children.</p> <p>6. The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for the charting progress of children.</p> <p>7. The educator demonstrates respect, honesty, caring and responsibility in order to promote and nurture an environment that fosters these qualities.</p>	<p>Candidates will submit their instructional plans and documentation through written reports and videos – included in these assignments will be evidence of collaboration (e.g., notes, phone call logs, general education modifications, etc.).</p> <p>Candidates will identify community, state and national resources that can benefit students with disabilities and their families. They will submit written documentation of this work.</p>
--	--------------------------------	--	--

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**\*Legend for Course Numbers:**

<b>Course Number</b>	<b>Course Titles</b>	<b>Credit Hours</b>
510	Introduction to Early Childhood Studies & Sped	3
556	<b>Evidence-Based Practices</b>	3
540	Special Education Law	3
511	Assessment	3
512	<b>Behavior</b>	3
515	Infant Toddler	3
552	Language Arts for Students with Disabilities	3
533	Mathematics for Students with Disabilities	3
557	Universal Design	3
513	Families	3
514	Methods	3
598	Seminar	4
		37 Credit Hours

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Boise State University  
College of Education  
Fall 2013**

<b>Course Name:</b> Foundations of Practice in ECSE	<b>Instructor:</b> Patricia Hampshire, PhD
<b>Course #:</b> ED-ECS 510	<b>Office Hours:</b> By appointment
<b>Location:</b> Online	<b>Phone:</b> 426-5464
<b>Days:</b> NA	<b>Office:</b> E205
<b>Time:</b> NA	<b>Email:</b> PatriciaHampshire@boisestate.edu

**The Conceptual Framework: The Professional Educator**

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

**Course Description**

This course provides an introduction to early intervention and early childhood special education practices, theories and issues facing the field today. The focus of this course will include students from birth to age 8. Content will cover both typical and atypical development of children across social-emotional, language, cognitive, physical and aesthetic domains. Students will also begin discussing the importance of Developmentally Appropriate Practices (DAP) in early childhood programs. Approaches to early childhood education will also be addressed including High Scope, Creative Curriculum, Bank Street, The Project Approach, Reggio Emilia, Montessori and the Waldorf Approach. In an effort to prepare students for graduate level writing, this course will also address the basics of applying American Psychological Association (APA) standards to writing assignments including formatting and citing references.

**Professional Development Standards**

**NAEYC Standards:**

- Knowing and understanding young children’s characteristics and needs, from birth through age 8 (1a)
- Knowing and understanding the multiple influences on development and learning (1b)

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology (4b)
- Understanding content knowledge and resources in academic disciplines (5a)
- Identifying and involving oneself with the early childhood field (6a)
- Knowing about and upholding ethical standards and other professional guidelines (6b)
- Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource (6c)
- Integrating knowledgeable, reflective, and critical perspectives on early education (6d)
- Engaging in informed advocacy for children and the profession (6e)

**Idaho State Teaching Standards:**

- The teacher understands how learners grow and develop, recognizing the patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Standard 1: Learner Development)
- The teacher understands the central concepts, tools and inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure her mastery of the content (Standard 4: Content Knowledge)
- The teacher understands how to connect concepts and use of differing perspectives to engage learners and critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (Standard 5: Application of Content)

**DEC Standards:**

**Standard 1: Learner Development and Individual Learning Differences**

- Typical and atypical human growth and development. (ISCI 1 K1)
- Similarities and differences among individuals with exceptional learning needs. (ISCI 1 K2)
- Educational implications of characteristics of various exceptionalities. (ISCI 1 K3)
- Similarities and differences of individuals with and without exceptional learning needs. (ISCI 1 K8)
- Effects an exceptional condition(s) can have on an individual's life. (ISCI 1 K10)
- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. (ISCI 1 K11)

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences. (ISCI 1 K12)
- Effects of cultural and linguistic differences on growth and development. (ISCI 1 K13)
- Theories of typical and atypical early childhood development. (ECSE 1 K1)
- Biological and environmental factors that affect pre-, peri-, and postnatal development and learning. (ECSE 1 K2)
- Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life. (ECSE 1 K3)
- Impact of medical conditions and related care on development and learning. (ECSE 1 K4)
- Factors that affect the mental health and social-emotional development of infants and young children. (ECSE 1 K6)
- Infants and young children develop and learn at varying rates. (ECSE 1 K7)
- Impact of child's abilities, needs, and characteristics on development and learning. (ECSE 1 K8)
- Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development. (ECSE 1 K9)
- Impact of language delays on behavior. (ECSE 1 K10)

**Standard 2: Learning Environments**

- Ways specific cultures are negatively stereotyped. (ISCI 2 K9)
- Establish and maintain rapport with individuals with and without exceptionalities. (ISCI 2 S7)
- Teach self-advocacy. (ISCI 2 S8)
- Impact of social and physical environments on development and learning. (ECSE 2 K1)

**Standard 3: Curricular Content Knowledge**

- Theories and research that form the basis of curriculum development and instructional practice. (ISCI 3 K1)
- Scope and sequences of general and special curricula. (ISCI 3 K2)
- National, state or provincial, and local curricula standards. (ISCI K3)
- Theories and research that form the basis of development and academic curricula and instructional strategies for infants and young children. (ECSE 3 K2)
- Developmental and academic content. (ECSE 3 K3)
- Apply current research to the five developmental domains, play and temperament in learning situations. (ECSE 3 S1)
- Plan, implement, and evaluation developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community (ECSE 3 S2).

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- Plan and implement developmentally and individually appropriate curriculum. (ECSE 3 S4)

**Standard 4: Assessment**

- Connection of curriculum to assessment and progress monitoring activities. (ECSE 4 K4)

**Standard 5: Instructional Planning and Strategies**

- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. (ISCI 5 S 12)
- Facilitate child-initiated development and learning. (ECSE 5 S1)

**Standard 6: Professional Learning and Ethical Practice**

- Practice within the CEC Code of Ethics and other standards of the profession. (ISCI 6 S1)
- Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional. (ISCI 6 S2)
- Models, theories, and philosophies that form the basis for special education practice. (ISCI 6 K1)
- Relationship of special education to the organization and function of educational agencies. (ISCI 6 K3)
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. (ISCI 6 K4)
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. (ISCI 6 K5)
- Historical points of view and contribution of culturally diverse groups. (ISCI 6 K8)
- Impact of the dominant culture on shaping schools and the individuals who study and work in them. (ISCI 6 K9)
- Historical, philosophical foundations, and legal basis of services for infants and young children both with and without exceptional needs. (ECSE 6 K1)
- Trends and issues in early childhood education, early childhood special education, and early intervention. (ECSE 6 K2)
- Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families. (ECSE 6 K3)
- Advocacy for professional status and working conditions for those who serve infants and young children, and their families. (ECSE 6 K4)
- Act ethically in advocating for appropriate services. (ISCI 6 S3)
- Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities. (ISCI 6 S5)
- Use verbal, nonverbal, and written language effectively. (ISCI 6 S8)
- Access information on exceptionalities. (ISCI 6 S10)
- Articulate personal philosophy of special education. (ISCI 6 S14)
- Participate in activities of professional organizations relevant to early childhood special education and early intervention. (ECSE 6 S4)

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- Advocate on behalf of infants and young children and their families. (ECSE 6 S6)

**CEC Standards**

- **1.E:** Implements best practice instruction across academic and non-academic areas to improve student outcomes. (P)
- **2.A:** Understands how the learning patterns of students with disabilities may differ from the norm (K)
- **2.B:** Use 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. (K)
- **3.C:** Know how to access information regarding specific student needs and disability-related issues (K)
- **3.I:** 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 (P)
- **4.B:** Understands the developmental nature of social skills (K)
- **4.D:** Understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions. (K)
- **6.A:** Understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments (K)
- **7.A:** Understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities (K)
- **7.B:** Understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment (K)
- **7.D:** Recognizes the importance of the development of self-determination and self-advocacy skills for students with disabilities (D)
- **9.A:** Practices within the CEC code of ethics and other standards and policies of the profession (P)
- **9.G:** Knows how to train or access training for paraprofessionals (K)

**Early Childhood Special Education**

**Required Texts**

Roopnarine, J. L. & Johnson, J. E. (2013). *Approaches to Early Childhood Education* (6<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson.

Trawick-Smith, J. (2014). *Early Childhood Development: A Multicultural Perspective* (6<sup>th</sup>

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

ed.). Boston: Pearson.

**Helpful Websites**

APA formatting: <http://owl.english.purdue.edu/owl/resource/560/01/>

APA presentation: <http://flash1r.apa.org/apastyle/basics/>

Council for Exceptional Children:  
[http://www.cec.sped.org/AM/Template.cfm?Section=About\\_CEC](http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC)

National Association for the Education of Young Children: <http://www.naeyc.org/>

The Division of Early Childhood: <http://www.dec-sped.org/>

**Additional Required Readings (available on Blackboard):**

TBD

**Grading Policy:**

**GRADING SCALE**

A+	>98%		
A	94-97%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D	68-69%
B-	80-83%	F	<67%

Final grades for the course will be determined based on the total number of points earned. Grades with associated point totals are:

A+	=	294 - 300
A	=	279 - 293
A-	=	270 - 278
B+	=	264 - 269
B	=	249 - 263
B-	=	240 - 248
C+	=	234 - 239
C	=	219 - 233
C-	=	210 - 218
D+	=	204 - 209
D	=	189 - 203

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

D-     =     180 - 188  
F     =     < 180

**Student Expectations**

Online Behavior: Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional online behaviors that are considered by the instructor to be unprofessional include: (a) providing inappropriate feedback to classmates that is critical and not constructive in nature, (b) posting last minute responses in the discussion board that does not allow for ample response time, and (c) not coming to the discussion board and collaborative activities prepared causing a lack of meaningful participation and/or effort on the part of the student.

Person-First Language:

It is important for each person to be recognized first as an individual, secondarily described by their area of disability. Person-first language should become a natural part of your conversations. For example, you are not working with an autistic child, but with a child who has autism. You are not working with a developmentally delayed child, but with a child who has developmental delays.

Professional Communication:

When emailing the professor for any course professionalism is essential. For example, begin your email with: "Dear Dr. Hampshire or Professor Hampshire". First names are not appropriate unless the professor has clearly stated this preference. When communicating with collaborating teachers in the field or other site supervisors this same courtesy should be provided. In this case emails should begin with: "Dear Mr. or Ms. \_\_\_\_\_". Please remember that emails are a permanent record so please be clear, concise and respectful.

**University and College Policies and Information**

ADA: If there is any student who has special needs because of any disability, please go to the Office for Students with Disabilities to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

Writing Center: The Writing Center provides free tutoring to any students interested in improving their writing abilities. The center tutors will assist you with all aspects of writing. For example, tutors will help you learn to identify paper topics and generate ideas for them, plan and organize drafts, and rewrite and edit your papers. The center's purpose is not to correct or proofread final drafts for you, but to help you learn strategies that good writers use during the process of writing. You may visit

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

the center for assistance with any writing project for this class. Call 426-1298 or go to <http://www.boisestate.edu/wcenter/>

Boise State University Online Privacy Notice: Information for students regarding e-mail, personal disclosures, data retained about students, acceptable use, online behavior, academic honesty, and publication and distribution of student work. <http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm>

Library contact: For help with finding research articles or resources at the library, contact Margie Ruppel at 426-1323 or [margieruppel@boisestate.edu](mailto:margieruppel@boisestate.edu). She is the reference librarian for education and can help with locating sources or research. She is the reference librarian for education and can help with locating sources or research.

### Plagiarism and Intellectual Honesty

Plagiarism occurs when a person passes in another person's work as his or her own or borrows directly from another's work without documentation. It doesn't matter if the work is that of a published author, an unpublished co-worker, or another student. Plagiarism also occurs when a person passes off another person's ideas as his or her own; merely casting another writer's ideas in different words doesn't free one from the obligation to document one's source. Finally, plagiarism occurs when graphic images are borrowed without attribution.

A student who plagiarizes will be excluded from the course, will receive a final grade of F, and may be referred to the [Office of Student Rights and Responsibilities](#) for disciplinary action. Other penalties may include academic probation, suspension, or expulsion from school. With this in mind, keep all preliminary work you do for each assignment. For instance, you should print hard copies of each draft or make separate electronic files. Should you turn in an assignment that appears to me to have been plagiarized, you will want to be able to show evidence of your work: notes, outlines, drafts, and other such material. If you are unable to do so, then we have a serious problem.

If you have any questions about plagiarism, talk to me. You can also find further clarification in *A Manual for Writers of Term Papers, Theses, and Dissertations*; the *MLA Handbook for Writers of Research Papers*; the [Boise State Student Code of Conduct](#); the [Student Conduct Program](#); and the [Student Online Privacy Notice](#).

### **Assignments, Evaluation Procedures, and Grading Policy:**

Below is an explanation of assignments, activities, and assessments due throughout the term. Due dates for each item are listed in the course schedule. Policies for late assignments:

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- Discussion posts must be posted in a timely manner according to the course's scheduled due dates. Discussions **submitted late will not be graded**. Students' discussions are enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with 2–4 days of participation per week as a minimum. Points may be deducted if a student does not follow these guidelines.
- Assignments submitted late due to agreements between student and instructor for preplanned absences and due to emergency absences do not receive any grade reduction for tardiness.
- Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, will receive grade reduction for the assignment as follows: **Activities submitted late will have a 10% penalty for the late submission if the paper is 1-2 days late. 3-4 days late will result in a 20% penalty. 5-6 days late will result in 50% penalty. Papers seven or more days late will not be graded.**
- Late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

**Discussion Board:** Initial posts are due on Wed. by midnight each week. Two responses to classmates are then due by Sunday at midnight. Initial responses must be 2-3 paragraphs in length and must include at least one APA in-text citation to the readings for the week. In addition, you must include an end reference for that in-text citation. Responses to classmates should help to extend the conversation and you are expected to continue the conversation with the class as the week progresses. Two responses to classmates does not mean you only post twice. You should be engaging in discussion on the DB 2-4 days per week.

**Activities:** To expand our discussions and provide a forum for applying key course content, every module will have 1-2 activities. Details for these activities can be found in the module.

**Participation and Professionalism:** It is vitally important that you participate in the activities on a weekly basis. This course is designed to give you the same level of content and interaction that you would have in a traditional face-to-face class. Please remember that everyone comes to this class with a different background and it is important that we respect each other and make the classroom a safe place. If at any time, I see behavior that is working against this goal, I will contact you directly to set up a time to talk in person.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Final Paper:** Directions for the final paper and presentation will be provided in week 9.

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
Discussion Board Posting and Participation	5 points each (x14)= 70 points	Refer to class schedule for due dates
Final Project: Program Design	95 points: **Power point for class presentation (30 pts) **Paper: 65 points	Due week 15
Online Activities	20 points each (x6)= 120 points	Refer to the class schedule for due dates
Professionalism and class participation	1 points each week = 15 points	NA
Total points for class:	300	

**\*\*\* MINIMUM Technology Requirements\*\*\***

<b><u>Software/Hardware</u></b>	<b><u>Description</u></b>
<b>Operating System</b>	Windows XP (Home/Professional), Macintosh OS X
<b>Processor</b>	1.2 GHz or higher preferred
<b>Memory</b>	256 MB of RAM or higher
<b>Multimedia Ready</b>	Required
<b>USB Port</b>	Required
<b>Monitor</b>	15'' monitor with 800 x 600 resolution capability or larger
<b>Plug-ins</b>	Adobe Acrobat Reader – <a href="http://iuware.iu.edu">http://iuware.iu.edu</a> Adobe Flash 9 - <a href="http://www.adobe.com/">http://www.adobe.com/</a> Windows Media Player 10 or higher- <a href="http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx">http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx</a> Real Player - <a href="http://www.real.com">http://www.real.com</a>
<b>Browser</b>	Internet Explorer 6.0 or higher OR Firefox 2.0 or higher
<b>Software</b>	Microsoft Office 2003/2007
<b>Internet Connection Speed</b>	Broadband or DSL access is required. An example of possible plans can be found at <a href="http://www.att.com/gen/general?pid=10891">http://www.att.com/gen/general?pid=10891</a> . This is not an endorsement of AT&T.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**COURSE SYLLABUS  
ED ECS 513- Spring 2012  
Family Systems & Collaboration**

**Location:** Online

**Office:** Education 203

**Instructor:** Keith W. Allred

**Office Hours:** By Appointment

**Phone:** 426-1548

**Email:** [keithallred1@boisestate.edu](mailto:keithallred1@boisestate.edu)

**Texts:** Sileo, N.M. and Prater, M.A. (2012). Working with families of children with special needs. Upper Saddle River, NJ. Pearson.

Harry, B. (2010). Melanie-Bird with a broken wing-A mother's story. Baltimore, MD. Paul H. Brookes Pub.

\*\*There will also be a number of articles to read. The article will either be handed out or accessed via Blackboard.

**Course Description:**

**ED ECS 513**

Early intervention models, service delivery, family systems, and collaboration with parents & educators.

**Conceptual Framework**

Boise State University's conceptual framework, "The Professional Educator," establishes our shared vision in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability.

**The Professional Educator**

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

**Attendance/Participation**

Attendance, including punctuality, along with cooperative, respectful interaction and discussion are considered in the final grade. Each student will carry out a self-evaluation regarding how well s/he assumed responsibility for learning in the course. Students are responsible for getting copies of notes and handouts of any class they miss.

**Academic Dishonesty**

Student Conduct Program: An excellent guide for students to learn how to avoid being charged with an academic dishonesty violation. Issues such as plagiarism, cheating, and fabrication are discussed as well as the implications students may face if they are found responsible for academic dishonesty.

<http://www2.boisestate.edu/studentconduct/studentinformation.html>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Performance Standards**

**NAEYC Standards**

- Knowing about and understanding diverse family and community characteristics (2a)
- Supporting and engaging families and communities through respectful, reciprocal relationships (2b)
- Involving families and communities in young children’s development and learning (2c)
- Understanding positive relationships and supportive interactions as the foundation of their work with young children (4a)
- Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource (6c)
- Integrating knowledgeable, reflective, and critical perspectives on early education (6d)
- Engaging in informed advocacy for young children and the early childhood profession (6e)

**Idaho State Teaching Standards**

- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Standard 2: Learning Differences)
- The teacher understands the central concepts, tools and inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure her mastery of the content (Standard 4: Content Knowledge)
- The teacher understands how to connect concepts and use of differing perspectives to engage learners and critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (Standard 5: Application of Content)
- The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Standard 9: Professional Learning and Ethical Practice)
- The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Standard 10: Leadership and Collaboration)

**DEC Standards**

**Standard 1: Learner Development and Individual Learning Differences**

- Family systems and the role of families in supporting development. (ISCI 1 K4)
- Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction. (ISCI 1 K5)
- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling. (ISCI 1 K6)
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family. (ISCI 1 K7)
- Similarities and differences of individuals with and without exceptionalities. (ISCI 1 K8)
- Effects an exceptional condition(s) can have on an individual’s life. (ISCI 1 K10)
- Effects of cultural and linguistic differences on growth and development. (ISCI 1 K13)

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages. (ISCI 1 K14)
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. (ISCI 1 K15)
- Impact of medical conditions on family concerns, resources, and priorities. (ECSE 1 K5)
- Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families. (ECSE 1 S1)
- Support and facilitate family and child interactions as primary contexts for development and learning. (ECSE 1 S3)

**Standard 2: Learning Environments**

- Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities. (ISCI 2 K4)
- Strategies for crisis prevention and intervention. (ISCI 2 K6)
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. (ISCI 2 K7)
- Ways to create learning environments that allow individuals to retain and appreciate their own and each other’s respective language and cultural heritage. (ISCI 2 K8)
- Ways cultures are negatively stereotyped. (ISCI 2 K9)
- Strategies used by diverse populations to cope with a legacy of former and continuing racism. (ISCI 2 K10)
- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued. (ISCI 2 S1)
- Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person. (ISCI 2 S14)

**Standard 4: Assessment**

- Role of the family in the assessment process. (ECSE 4 K1)
- Assist families in identifying their concerns, resources, and priorities. (ECSE 4 S1)

**Standard 5: Instructional Planning and Strategies**

- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. (ISCI 5 S12)
- Use strategies to teach social skills and conflict resolution. (ECSE 5 S5)

**Standard 6: Professional Learning and Ethical Practice**

- Practice within the CEC Code of Ethics and other standards of the profession. (ISCI 6 S1)
- Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional. (ISCI 6 S2)
- Family systems and the role of families in the educational process. (ISCI 6 K7)
- Potential impact of differences in values, languages, and customs that can exist between the home and school. (ISCI 6 K10)
- Personal cultural biases and differences that affect one’s teaching. (ISCI 6 K11)
- Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals. (ISCI 6 S6)
- Engage in professional activities that benefit individuals with exceptionalities, their families, and one’s colleagues. (ISCI 6 S12)
- Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures. (ECSE 6 S1)
- Integrate family systems theories and principles into professional practice. (ECSE 6 S2)
- Respect family choices and goals. (ECSE 6 S3)

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- Implement family services consistent with due process safeguards. (ECSE 6 S7)

**Standard 7: Collaboration**

- Models and strategies of consultation and collaboration. (ISCI 7 K1)
- Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program. (ISCI 7 K2)
- Concerns of families of individuals with exceptionalities and strategies to help address these concerns. (ISCI 7 K3)
- Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members. (ISCI 7 K4)
- Structures supporting interagency collaboration, including interagency agreements, referral, and consultation. (ECSE 7 K1)
- Foster respectful and beneficial relationships between families and professionals. (ISCI 7 S3)
- Assist individuals with exceptionalities and their families in becoming active participants in the educational team. (ISCI 7 S4)
- Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings. (ISCI 7 S6)
- Use group problem-solving skills to develop, implement, and evaluate collaborative activities. (ISCI 7 S7)
- Apply models of team process in early childhood. (ECSE 7 S1)
- Collaborate with caregivers, professionals, and agencies to support children's development and learning. (ECSE 7 S2)
- Participate as a team member to identify and enhance team roles, communication, and problem-solving. (ESCE 7 S7)

**CEC Standards**

- **2.D:** Appreciate the strength and skills of each student and the student's relationships within the family, school, and community (D)
- **2.E:** Appreciates the individual development of students with various disabilities and the effect these disabilities have on their lives (D)
- **2.F:** Understand the contributions and life styles of the various racial, cultural and economic groups in our society
- **5.D:** Understands the theories and application of conflict resolution and crisis prevention/intervention (K)
- **8.K:** Collaborates with families and professionals involved in the assessment of students with disabilities (P)
- **10.B:** Understand variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school (K)
- **10.E:** Aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner (K)
- **10.F:** 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 (K).
- **10.H:** Knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support (K).
- **10.I:** Recognizes the importance of the relationship between school and family (D).
- **10.J:** Appreciates the dignity and privacy of students and families (D)

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- **10.K:** Respects the unique contribution of family knowledge regarding the child's abilities and needs (D)
- **10.L:** Commits to the role of problem solver as part of the building team (D).
- **10.M:** Facilitates communication between the educational team, students, their families, and other caregivers (P).
- **10.O:** Collaborates with team members to develop effective student schedules (P)
- **10.P:** Communicates the benefits, strengths, and constraints of special education services (P)
- **10.R:** Encourages and assists families to become active participants in the educational team (P)
- **10.S:** 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 (P)
- **10.T:** Communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities (P)

### **Policy Information**

#### **Office of Disabilities**

If you have a disability that requires accommodations, contact the Office of Disabilities.

<http://www2.boisestate.edu/disabilityservices/index.html>

### **Projects and Assignments**

#### **Multi-media Presentation (100 points)**

Pairs of students will make a formal presentation near the end of the semester that is based upon an approved book, or other material(s), that focuses on some aspect of effective communication and/or collaboration. Your presentation must address the following issues:

- The history or origin of the approach/method.
- The philosophy of the approach/method
- The theoretical basis of the approach/method
- Primary goal(s) and/or objectives of the approach/method
- Thorough overview of strategies and/or techniques used in the approach/method
- Relevance to family-centered care & practices
- Effectiveness and/or limitations in meeting the needs of diverse families & young children
- Reflections on the approach/method. How does (or doesn't) this approach/method align with what you have learned in this course and your understanding of family-centered care?
- Effectiveness of collaboration [self-evaluation and instructor evaluation]

Each pair will do a 30-40 minute multi-media (Power point) presentation on the book/material you selected. A scoring rubric for the presentation will be provided. Please provide handouts for each member of the class (and instructor) and be prepared to answer questions at the end of your presentation. You are also expected to make your multi-media presentation available to class members.

#### **Family Resource Kit (120 points)**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

You will develop an electronic portfolio that focuses on various aspects of effective collaboration with diverse families of young children with disabilities. At a minimum, your portfolio (resource kit) will contain three sections. The sections must address:

Section I Foundational Knowledge of Diverse Families

- Facts & figures about the diversity of families in Idaho, and the nation
- Facts & figures about the number of diverse infants/toddlers in ID
- Facts & figures about number of infants & toddlers receiving EI services in ID
- Facts & figures about numbers of preschoolers on IEP's in ID

Section II Effective Collaboration Skills & materials

- Self-selected info from the Sileo text
- Info from other relevant courses and/or trainings re collaboration with families
- Info from multi-media presentations made in class

Section III External resources

- Internet sites of national organizations and/or agencies focusing on families
  - Synopsis of group purpose(s), types of resources & services provided
  - Brief description of material(s) available
- Internet sites of state (ID) and/or regional orgs & agencies focusing on families
  - Synopsis of group purpose(s), types of resources & services provided
  - Brief description of material(s) available

A matrix of the Resource Kit evaluation will be provided. You will provide a paper copy of the kit to the instructor near the end of the semester. A brief reflection paper regarding what you learned regarding types of services & supports for families, and how to make use of such services & supports, will be submitted with your paper copy of the kit. While each kit will be evaluated individually, informal collaboration is encouraged. Grades will not be determined by the weight of the kit/paper submitted !!

**Genogram (35 points)**

Each student will complete a 3-generation diagram of their family. So, your grandparent's families, your parent's families, and your current family status will be portrayed via the genogram. Handouts with specific information on how to make a genogram will be provided. You will also write a reflection paper addressing the following points: 1) Identify 1-3 crucial events in each of your parent's lives while they were growing up; 2) briefly describe what type of influence(s) your grandparents had on your mother and on your father; 3) briefly describe the influence(s) your grandparents (both sides) have had on your life; and 4) what you have learned about the subtle, or not often talked about, influences in the development of our identity while we are growing up.

**Reflection Papers-3 (15 pts each) 45 points**

Each student will write a 2-3 page reflection paper on three topics. The first topic is assigned; the other two topics can be chosen from the list below and/or negotiated.

- Discuss what you have to do in order to move from a "secondary" knower to being a "primary" knower, in the context of this course. [Assigned topic]
- Describe what you have discovered about the challenges of becoming "culturally competent" when it comes to working with diverse families, and how you will continue to develop professionally.
- Discuss the need, or lack thereof, the EC professionals to be guided in their work by Family Systems Theory.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- While there is universal agreement that EI and ECSE professionals and parents should collaborate, it is easier said than done. Discuss 2 factors that could undermine your professional collaboration with parents and what you are doing to overcome or minimize those factors.

If you prefer to address a different topic(s) in your last two reflection paper(s), you may meet with me and propose one or more topics/issues that are class related that you will address.

**Self-Evaluation (55 points)**

The purpose of the self-evaluation is for each student to deliberately and consistently reflect on how much responsibility s/he is assuming for learning. A rubric to use in self-evaluation will be provided.

**Grading Procedures**

A total of 320 points can be earned. Points are converted to a letter grade in accordance with Boise State University's grading policy. A student can not receive an A in the course unless every assignment is completed.

355-342 = A+	341-331 = A	330-316 = A-
315-306 = B+	305-295 = B	294-281 = B-

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Boise State University  
ED-SPED 533 Course Syllabus**

**Course: Teaching Mathematics to Students with Disabilities**

**Course Number: ED-SPED 533    Section: 001    Schedule: Online**

**Instructor: Michael Humphrey, Ed. D.**

**Office: E204**

**E-mail: [michaelhumphrey@boisestate.edu](mailto:michaelhumphrey@boisestate.edu)**

**Phone: (208) 426-2801**

**Office Hours: Monday    1:30-4:00 pm**

**Wednesday    1:30-4:00 pm**

**Conceptual Framework: The Professional Educator**

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

**Course Description:**

The purpose of this course is to learn about research-based, explicit instruction in mathematics for students with disabilities. Response to Intervention (RTI) and integrated formative assessment and interventions in mathematics are reviewed & practiced.

**Texts:**

Ma, Liping. (2009). *Knowing & teaching elementary mathematics: Teacher's understanding of fundamental mathematics in China and the United States*. New York: Routledge. ISBN: 9780415873840.

Sherman, H. J., Richardson, L. I., Yard, G. J., & Sherman, H. J. (2009). *Teaching learners who struggle with mathematics: Systematic intervention and remediation*. Upper Saddle River, NJ: Pearson/Merrill. ISBN: 9780136135777.

Idaho State Department of Education. (2007). *Idaho special education manual 2007*. Retrieved January 22, 2008 from, [http://www.sde.idaho.gov/site/special\\_edu/manual\\_page.htm](http://www.sde.idaho.gov/site/special_edu/manual_page.htm)  
“The *Idaho Special Education Manual, 2007*, is designed to help you understand the provisions of the Individuals with Disabilities Education Improvement Act (IDEA 04) and meet the guidelines contained within the law.”

<b>Accreditation &amp; State Standards</b>	<b>Assessment</b>
<b>Standard #4: Content Knowledge.</b> The teacher understands the central concepts, tools and inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure her mastery of the content.	Content-Based Assessments
<b>Standard #5: Application of Content.</b> The teacher understands how to	Service-Learning

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

connect concepts and use of differing perspectives to engage learners and critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Reflections
<b>Standard #6: Assessment.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher's and learner's decision-making	Mathematics Assessment Plan/Error Pattern Analysis
<b>Standard #7: Planning for Instruction.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners in the community context.	Lesson Plans
<b>Standard #8: Instructional Strategies.</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Mathematics Assessment Plan/Error Pattern Analysis

**Excerpt from the Boise State University Policy Manual.** Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all candidates. Therefore, all work submitted by a candidate must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s) (Student Policies and Procedures, Article 2, Section 16, April 2001), <http://www.boisestate.edu/osrr/>.

**Accommodations.** Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability. For more information on BSU Disability Resource Center (DRC) see the web site at <http://drc.boisestate.edu/>

**Grading Procedures.**

A+	= 97.5%	B	=82.5%	C-	=70.0%
A	=92.5%	B-	=80.0%	D+	=67.5%
A-	=90.0%	C+	=77.5%	D	=62.5%
B+	=87.5%	C	=72.5%	D-	=60.0%

**Blackboard Academic Suite:**

If you have any questions regarding the use of Blackboard Academic Suite, please review the following, <http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatisBlackboard.htm>.

**Online Privacy:**

Please read the Boise State University's policy on online privacy, <http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm>.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Technical Requirements:**

If you have any questions regarding the use of Blackboard Academic Suite, please review the following, <http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatIsBlackboard.htm>.

**Blackboard Assistance:**

email: [blackboard@boisestate.edu](mailto:blackboard@boisestate.edu)

phone: (208) 426-2583 (8-6 Mon-Thu, 8-5 Fri)

location: Education Building - Room 420

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

Course: Special Education Policies and Procedures

Course Number: ED-SPED 540 Section: 001

Instructor: Jenny Allison, PhD

Office Hours: n/a

e-mail: jenniferallison@boisestate .edu

Phone: Phone conferences available if needed

**Conceptual Framework:**

The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can Learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

**Course Description**

The purpose of this course is to expand students' knowledge of a wide range of legal issues concerning the provision of special education services to students with disabilities. Examination of special education Legislative history including relevant case law will provide the framework for understanding current special education policies and procedures according to the Idaho State Department of Education. Learning outcomes include increasing knowledge of the laws affecting special education in the U.S. and developing legally correct and educationally useful Individualized Education Programs (IEPs) for students with disabilities.

**Required texts:**

Latham, P. 5., Latham, P. H., & MandLawitz, M. R. (2008). Special Education Law. Boston: Pearson.

Idaho State Department of Education. (2007). Idaho Special Education Manual 2007. Additional materials provided on the course website.

**Standards**

**Standards/Indicators Addressed Assessment**

**Standard 7: Instructional Planning Skills TEP Case**

P1. The teacher develops comprehensive, outcome-oriented Individual Education Study Plans (IEP) in collaboration with IEP team members. (SPED) Mock IEP

**Standard 8: Assessment of Student Learning**

Ki. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities. (SPED)

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- K4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery. (SPED) Case Law
- K5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds. (SPED) Study,
- K6. The teacher knows the appropriate accommodations and adaptations for state Quizzes, and district assessments. (SPED) Final Exam
- D1. The teacher recognizes the rights of students and parents/guardians in the assessment process. (SPED)
- D3. The teacher appreciates the legal provisions and guidelines involved in student assessment. (SPED)

**Standard 9: Professional Commitment and Responsibility**

- P2. The teacher adheres to local, state, and federal laws. (CORE)

**Standard 10: Partnerships**

- K5. The teacher understands laws related to students' rights and teachers' responsibilities. (CORE) Briefs
- Ki. The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement. (SPED) Quizzes, and
- K3. The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities. (SPED)
- K6. 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. (SPED)

**Assignments**

**Case Law Briefs:** You will select two cases from the Wrightslaw CaseLaw Library (see external Links). You may not choose the following cases, as we will cover these in class:

- Board of Education of Henry Hudson Central School District v. Rowley  
Timothy W. v. Rochester, New Hampshire School District  
Shapiro v. Paradise Valley Unified School District No. 69  
Grim v. Rhinebeck Central School District  
Cedar Rapids Community School District v. Garret F. GreenLand School Dist v. Amy N. ex. Ret. Katie C. N.L. by Ms. C. v. Knox County Schools  
White v. Ascension Parish School Board  
S.H. v. State-Operated School District of the City of Newark  
Honig v. Doe  
C.N. v. WiU.mar Public School  
Couture v. Board of Ed. of Albuquerque

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

Rodriguez v. San Mateo Union High School Dist.  
O.H. v. Volusia County School Board

Each Case Law Brief is worth 10 points for a total of 20 points.

**Discussion Boards** You will post to the Discussion Board as assigned. There are 7 Discussion Boards worth 10 points each for a total of 70 points.

**Quizzes** There will be three quizzes, each covering the material since the previous quiz. Quizzes will be true/false, multiple choice, or short answer. Each quiz is worth 10 points, for a total of 30 points.

**Final exam** There will be a comprehensive final exam on the last day of class. Questions will be drawn from readings and lectures. The exam will be open book and notes. The final exam is worth 50 points.

**IEP Case Study** You will read a case study and complete all relevant pages of an Idaho IEP. You will follow the procedures for writing measurable goals described in Lignugaris/Kraft, Marchand-Martetla, and MartelLa, 2001. You will be given feedback on each page (see schedule for due dates) so you can make adjustments for the final draft. IEP case study. The final draft is worth 100 points.

**Grading**

The final grade for this course will be based on the percentage of total points. The total number of points is 270.

100-97% A+  
96-94% A  
93-90% A  
89-87% B+  
86-84% B  
83-80% B  
79-77% .  
76-74% C  
73-70% C-  
69-67% D÷  
66-64% - D  
63-60% D  
<60% .F

**Accommodations** To request accommodations for a disability, contact the Disability Resource Center, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Academic Dishonesty**

The official Boise State University policy on Academic Dishonesty is in effect in this course. That policy reads as follows: “Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s).”

Violation of this policy will result in failing the assignment in this course.

**Important disclaimer**

Adjustments in the syllabus are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings and assignments. If changes are necessary, I will provide reasonable advance notice and the rationale for changes.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Boise State University  
College of Education  
Fall 2013**

<b>Course Name:</b> Secondary Transition Planning	<b>Instructor:</b> Michael Humphrey
<b>Course #:</b> EDSPED 541	<b>Office Hours:</b> By appointment
<b>Location:</b> Online	<b>Phone:</b> 426-5464
<b>Days:</b> NA	<b>Office:</b> E205
<b>Time:</b> NA	<b>Email:</b> michaelhumphrey@boisestate.edu

**The Conceptual Framework: The Professional Educator**

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

**Course Description**

This course is designed to provide students with knowledge, strategies and resources necessary to prepare adolescents and young adults with disabilities for the transition from school to future careers, continuing education, and independent living. Students will develop knowledge and skills about the context within which adolescence occurs, transition assessment/planning strategies, transition-related content/instruction strategies (including student-focused skill development strategies), and strategies for interacting and collaborating with families and community-based agencies in the transition process.

**Idaho State Teaching Standards:**

- *Standard #6: Communication Skills The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*
- *Standard #7, Planning for Instruction: The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, curriculum goals and instructional 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*

**Course Objectives:**

Course content, activities and assignments have been designed so that students will leave the course able to demonstrate:

1. Knowledge of the field of transition from a historical and theoretical perspective including transition delivery systems and models which have been implemented due to federal and state

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

initiatives.

2. Knowledge of adolescent development of all youth including youth with disabilities within the contexts of families, peer groups, schools, communities and broader society.
3. Understanding of the post-high school outcomes of adolescents with disabilities including how outcomes vary by disability status.
4. Knowledge of the transition-related knowledge and skills necessary for achieving successful postschool outcomes for adolescence with disabilities.
5. Understanding of and skills for administering and interpreting transition-related assessment tools.
6. Ability to use results of transition-related assessments for developing student goals and designing instruction.
7. Understanding of and skills for developing transition plans for students with disabilities
8. Ability to design and implement transition-related instruction to students with disabilities.
9. Understanding of how national, state, and community-based agencies and organizations can support the transition-related needs of students with disabilities.
10. Ability to develop transition-related materials to support collaboration among teachers, families and communities.

**Required Texts**

A set of required readings and teacher resources are assigned for each week. Readings are to be completed on or before the scheduled date. Students should be prepared to discuss the readings and resources in class. The weekly readings are outlined in the course schedule below and are available electronically through the course site. The readings and resources are organized by week and in the order in which they should be read.

**Course Assignments:**

Please note that all student-related materials must be written and presented in a confidential manner—making sure to protect the identity and privacy of the individual.

Adolescent Interview (20 points)

You will conduct an interview with one adolescent about different aspects of his or her development and experiences structured by a topic(s) from the first part of the course. We will work on topic choice and potential questions during class time. After completing the interview you will review and interpret the answers provided and relate them to concepts, theories, and research covered in the readings and course lectures on transition and adolescent development. Based on the interview and your interpretation, you will develop three recommendations you would give to adolescents, parents, teachers, and/or agency personnel given what you learned

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

from your interview. You may pick one audience or include recommendations that cover multiple audiences. You will provide a brief presentation about what you learned and your recommendations.

Your assignment must contain the following (5-7 pages)

1. A description of the person that you interviewed (e.g., basic demographic information).
2. Analysis of the interview that includes the following:
  - a. A description/definition of the concept, issue that is illustrated by the interviewee's responses
  - b. How your interviewee's responses relate to this concept.
  - c. Consistencies and discrepancies between the interviewee's experiences and what research/theory states.
  - d. A reflection on what you learned from the assignment (e.g., What surprised you? What did you learn that you didn't know?)
3. Your recommendations to your audience.

Transition Assessment Case Study (20 points)

You will choose a transition-related assessment that you will administer to a student with a disability or at risk for failure (ages 13-20). You will interpret the results of the assessment and develop appropriate postsecondary/instructional goals and accompanying objectives based on the results of the assessment. You will provide a short presentation of your case and reflection.

Your assignment must contain the following:

1. A review of the types, purpose(s), and uses of transition assessment, including issues that one should consider in selection, use, and interpretation. The review should include references to course readings/class content.
2. A description of the assessment you chose and a rationale for your choice.
3. A brief description of the student you are planning to assess (provide information relevant to the assessment).
4. A summary of the assessment results, a description of your interpretation, and the goals and objectives that were created based on the results.
5. A description of how the assessment results informed your development of goals and objectives.
6. A reflection on how the assessment, interpretation, and development of goals and objectives went (e.g., What do you need to learn more about? What might you do differently in the future? What new insights did you learn from the experience?).

Individual Transition Plan (20 points)

You will choose one student with disabilities (ages 13-20) and design or improve on his/her postsecondary transition plan. This can be a student with disabilities on whom you completed your transition assessment or a new student. The plan should include (a) measurable postsecondary goals, (b) documentation of student interests, preferences, and skills/needs, (c) one or more annual goals or short-term objectives that support the student to achieve their postsecondary goals, (d) one or more transition services to support the student's postsecondary goals, and (d) one more course of study. You will provide a short

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

presentation on your student's plan and reflection.

Your assignment must contain the following:

1. A review of the purpose(s) of the IEP for transition-age youth and a description of the required components. In the review you will include best practices related to the development and implementation of the plan. The review should include references to course readings/class content.
2. A brief description of the student (e.g., the nature of the disability, educational placement, age, etc.)
3. The completed required IEP transition components for the student outlined in the assignment description.
4. A reflection on how the development of the plan went (e.g., What was difficult for you? What do you want to learn more about? What insights did you learn from doing the plan?)

**Transition-related Lesson (20 points)**

You will identify a transition-related skill, disposition, and/or knowledge area that you want to teach a group of students or an individual student. You will: (a) develop a lesson plan to teach your chosen skill, disposition and/or knowledge area, (b) identify or develop curricula to teach the skill, disposition, and/or knowledge area, (c) identify or develop an assessment to evaluate student understanding of the concepts being taught, (d) implement instruction of the lesson, and (e) evaluate the effects on student(s) using your assessment to evaluate student understanding. You will provide a brief presentation of your lesson and reflection.

Your assignment must include the following:

1. A review of the types, purposes, and uses of instructional strategies, curricula, and/or programs to promote the successful transition of students with disabilities from school to adult roles (e.g., employment). Include issues related to evidence-based practices, alignment with secondary education reform, and other issues related to incorporating these into the school/community context. The review should include references to course readings/class content.
2. A description of your rationale for your selected area.
3. Your lesson plan including goals, lesson objectives, standards addressed, lesson activities and your assessment of student understanding.
4. A description of the implementation of the lesson: (a) the student(s), (b) the context within which the lesson was taught, (c) instructional or teaching strategies that you used, and (d) summary of the results of the evaluation of student understanding.
5. A reflection on how the lesson went (e.g., What went well and why? What did not go well and why? What might you do differently in the future? What insights did you learn from the experience? What do you need to learn more about?)

**Transition Resource Guide (DUE 5/13-20 points)**

You will compile/create transition resources that will help you collaborate with families of youth with disabilities and community agencies and other community entities (e.g., employers) that work with this population. These resources should help you know how you can best collaborate with families and community agencies in your professional role. You may choose to focus your guide on a specific group of youth with disabilities (e.g., those

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

with Autism, ELL), or the guide can cut across youth with disabilities but must be related to transition-needs and issues. You should consult your readings, class content, websites, national, state, local agencies and other entities to gather and create the information and resources to be included in your guide. Be prepared to present an overview of your resource guide and sample materials the last day of class. Your resource guide should include the following parts:

1. A description of the particular focus of your resource guide, a rationale for the focus, and what you did to gather the information and materials for the guide.
2. Resources about and for families:
  - A list of important things to consider when interacting with family members.
  - A list and description of strategies for initiating and maintaining relationships with families.
  - Resources that will help you to work with families in your role as a teacher or other professional.
  - Resources that can be given to families that can support their participation in transition-related instruction, meetings, or activities within schools (e.g., information about participation in IEP meetings).
3. Resources about Communities:
  - A list of important things to consider in collaborating with community-based agencies in your professional role.
  - Identify and list state or community based agencies that can support the transition-related needs of students with disabilities. Describe the agency and the services/supports that each agency provides.
  - Resources that will help you to work with state or community-based agencies in your role as a teacher or other professional.
  - Resources that can be given to students or families that provide clear information about how to access and use various community supports/resources/agencies that can support the transition-related needs of students with disabilities.

APA formatting: <http://owl.english.purdue.edu/owl/resource/560/01/>

APA presentation: <http://flash1r.apa.org/apastyle/basics/>

Council for Exceptional Children:

[http://www.cec.sped.org/AM/Template.cfm?Section=About\\_CEC](http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC)

**Additional Required Readings (available on Blackboard):**

**TBD**

**Grading Policy:**

**GRADING SCALE**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

A+	>98%		
A	94-97%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D	68-69%
B-	80-83%	F	<67%

### **Student Expectations**

Online Behavior: Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional online behaviors that are considered by the instructor to be unprofessional include: (a) providing in appropriate feedback to classmates that is critical and not constructive in nature, (b) posting last minute responses in the discussion board that does not allow for ample response time, and (c) not coming to the discussion board and collaborative activities prepared causing a lack of meaningful participation and/or effort on the part of the student.

#### Person-First Language:

It is important for each person to be recognized first as an individual, secondarily described by their area of disability. Person-first language should become a natural part of your conversations. For example, you are not working with an autistic child, but with a child who has autism. You are not working with a developmentally delayed child, but with a child who has developmental delays.

#### Professional Communication:

When emailing the professor for any course professionalism is essential. For example, begin your email with: "Dear Dr. Hampshire or Professor Hampshire". First names are not appropriate unless the professor has clearly stated this preference. When communicating with collaborating teachers in the field or other site supervisors this same courtesy should be provided. In this case emails should begin with: "Dear Mr. or Ms. \_\_\_\_\_". Please remember that emails are a permanent record so please be clear, concise and respectful.

### **University and College Policies and Information**

ADA: If there is any student who has special needs because of any disability, please go to the Office for Students with Disabilities to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

Writing Center: The Writing Center provides free tutoring to any students interested in improving their writing abilities. The center tutors will assist you with all aspects of writing. For example, tutors will help you learn to identify paper topics and generate ideas for them, plan and organize drafts, and rewrite and edit your papers. The center's purpose is not to correct or proofread final drafts for you, but to help you learn strategies that good writers use during the

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

process of writing. You may visit the center for assistance with any writing project for this class. Call 426-1298 or go to <http://www.boisestate.edu/wcenter/>

Boise State University Online Privacy Notice: Information for students regarding e-mail, personal disclosures, data retained about students, acceptable use, online behavior, academic honesty, and publication and distribution of student work.  
<http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm>

Library contact: For help with finding research articles or resources at the library, contact Margie Ruppel at 426-1323 or [margieruppel@boisestate.edu](mailto:margieruppel@boisestate.edu). She is the reference librarian for education and can help with locating sources or research. She is the reference librarian for education and can help with locating sources or research.

### Plagiarism and Intellectual Honesty

Plagiarism occurs when a person passes in another person's work as his or her own or borrows directly from another's work without documentation. It doesn't matter if the work is that of a published author, an unpublished co-worker, or another student. Plagiarism also occurs when a person passes off another person's ideas as his or her own; merely casting another writer's ideas in different words doesn't free one from the obligation to document one's source. Finally, plagiarism occurs when graphic images are borrowed without attribution.

A student who plagiarizes will be excluded from the course, will receive a final grade of F, and may be referred to the [Office of Student Rights and Responsibilities](#) for disciplinary action. Other penalties may include academic probation, suspension, or expulsion from school. With this in mind, keep all preliminary work you do for each assignment. For instance, you should print hard copies of each draft or make separate electronic files. Should you turn in an assignment that appears to me to have been plagiarized, you will want to be able to show evidence of your work: notes, outlines, drafts, and other such material. If you are unable to do so, then we have a serious problem.

If you have any questions about plagiarism, talk to me. You can also find further clarification in *A Manual for Writers of Term Papers, Theses, and Dissertations*; the *MLA Handbook for Writers of Research Papers*; the [Boise State Student Code of Conduct](#); the [Student Conduct Program](#); and the [Student Online Privacy Notice](#).

### **Assignments, Evaluation Procedures, and Grading Policy:**

Below is an explanation of assignments, activities, and assessments due throughout the term. Due dates for each item are listed in the course schedule. Policies for late assignments:

- Discussion posts must be posted in a timely manner according to the course's scheduled due dates. Discussions **submitted late will not be graded**. Students' discussions are enhanced and learning strengthened when postings and discussion are substantive and

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

distributed throughout the week, with 2–4 days of participation per week as a minimum. Points may be deducted if a student does not follow these guidelines.

- Assignments submitted late due to agreements between student and instructor for preplanned absences and due to emergency absences do not receive any grade reduction for tardiness.
- Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, will receive grade reduction for the assignment as follows: Activities submitted late will have a **10% penalty for the late submission if the paper is 1-2 days late. 3-4 days late will result in a 20% penalty. 5-6 days late will result in 50% penalty. Papers seven or more days late will not be graded.**
- Late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

**Participation and Professionalism:** It is vitally important that you participate in the activities on a weekly basis. This course is designed to give you the same level of content and interaction that you would have in a traditional face-to-face class. Please remember that everyone comes to this class with a different background and it is important that we respect each other and make the classroom a safe place. If at any time, I see behavior that is working against this goal, I will contact you directly to set up a time to talk in person.

## **ED-SPED 552: Instructional Strategies for Special Educators, Spring 2014**

*Created: December 10, 2013*

Instructor: Dr. Evelyn Johnson  
Office hours: by appointment  
Phone: 208-426-2189  
Email: evelynjohnson@boisestate.edu  
Course Hours: on-line

### ***Course Description and Objectives***

This course has two primary objectives:

- 1) To help students learn about current research on instructional practices for students with disabilities
- 2) Conducting an action research project related to interventions/strategies.

As a result of completing this course, you will be able to:

- Apply the initial procedures of problem formulation and literature review
- Conduct online library research to find scholarly sources that will provide a context and foundation for the articulation of a research problem
- Know and apply research-based interventions to practice, and monitor student progress using research-based tools
- Identify sources that will provide data for their research
- Develop a plan for data collection
- Analyze data gathered from research, report results in written form, and develop an action plan based on those results

### ***Required Resources:***

This course does not use a text. Reading materials are outlined on the course website.

### ***Recommended Texts:***

American Psychological Association (2009) *Publication Manual of the American Psychological Association*. 6<sup>th</sup> ed., Washington, DC: APA.

### ***Conceptual Framework: The Professional Educator***

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

*Course Outline of Activities*

*Please see the weekly modules for information about course assignments.*

Discussion Board (DB) Postings: With the exception of your introductory post, DB posts consist of two primary types:

Initial post (5pts)-respond to DB topic including at least one reference to course readings. Reference in APA format

Response post (5pts)-substantive response to one or more peer comments that is written in response to someone else's initial post. It is generally a good idea to provide a reference here as well.

Due dates for DB posts are listed on the corresponding course module on Blackboard.

Assignments:

You will complete a sequence of tasks, including problem formulation, data collection, analysis, reporting of findings, and finally, action planning, toward completing your action research project. See course modules for guidelines and scoring rubrics for specific assignments.

Action Research project:

You will investigate (review in literature, implement, collect data, display findings) a research-based intervention in one of three academic areas: reading, writing or math. Researching available options, identifying potential solutions, implementing them and determining their effectiveness through the use of progress monitoring tools will provide new information that supports your contribution toward effective teaching. See "course project" link on blackboard for further detail.

Breakdown of Possible Points:

Discussion Board Posts	30 %
Assignments	35 %
Final Project	35 %

Course Schedule

*Schedule:* This is just an outline of course topics, please consult the Blackboard Course Site for a full list of weekly assignments.

Week	Topic
1	Introduction: What is evidence-based instruction?
2	Evidence-based, research-based, scientifically based instructional practices
3	Evidence-based Practices in Reading

4	Evidence-based Practices in Reading
5	Evidence-based Practices in Reading
6	Evidence-based Practices in Math
7	Evidence-based Practices in Math
8	Evidence-based Practices in Math
9	Evidence-based Practices in Writing
10	Evidence-based Practices in Writing
11	Evidence-based Practices in Writing
12	Final project

### Course Policies

Assignments: See the schedule of assignments. Assignments are due on the date indicated in the course schedule. **Late assignments are not accepted.**

Communication: Because this is an online course, checking email and blackboard is extremely important. **If correspondence from the instructor regarding an individual student's work and/or grades is not followed up with within 3 days, the current state of the assignment or grade will be submitted as final.**

**Academic Integrity Policy.** The official Boise State University policy on Academic Dishonesty is in effect in this course. That policy reads as follows:

“Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)” (Student Policies and Procedures, Article 2, Section 16, April 2001).

**Accommodations.** To request academic accommodations for a disability, contact the Disability Resource Center, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.

### Grading

The final grade for this course will be based on the percentage of total points.

100 – 97% = A+	79 – 77% = C+	< 60% = F
96 – 94% = A	76 – 74% = C	
93 – 90% = A-	73 – 70% = C-	
89 – 87% = B+	69 – 67% = D+	
86 – 84% = B	66 – 64% = D	
83 – 80% = B-	63 – 60% = D-	

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Boise State University  
Course Syllabus**

**Course: Positive Behavior Program**

**Course Number: ED-SPED 554 online**

**Section: 4146**

**Instructor: Michael Humphrey, Ed. D.**

**Office: E204**

**E-mail: michaelhumphrey@boisestate.edu**

**Phone: (208) 426-2801**

**Office Hours: Tuesday 2:40-4:40 p.m. (online-chat room)**

**Thursday 3:00-6:00 p.m.**

**Or by appointment (via telephone or online)**

**Required Texts**

Idaho State Department of Education. (2013). *Idaho Special Education Manual 2013*. Available on Course Blackboard website. Retrieved from,

<http://www.sde.state.id.us/SpecialEducation/manual.asp>

“The *Idaho Special Education Manual, 2013*, is designed to help you understand the provisions of the Individuals with Disabilities Education Improvement Act and meet the guidelines contained within the law.”

Additional reading materials will be made available through the course blackboard web site.

**Recommended Reference**

APA. (2001). *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington D.C.: American Psychological Association.

**Conceptual Framework: The Professional Educator**

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

**Course Description:**

This course gives an in-depth indication of functional behavioral assessment and positive behavior intervention strategies, with special attention to behavioral issues with students who have emotional/behavioral disabilities (EBD) and behavior exceptionalities. This course is designed to present an insightful examination of the issues that are apparent when providing special education services to students with behavioral issues. Specifically, this course will focus on several main areas:

- Relevant litigation
- Characteristics of students with emotional disturbance and behavioral exceptionalities
- Positive behavior and intervention support systems (PBIS)
- Data collection, evaluation and instructional techniques for students with EBD
- Accommodations and modifications
- Teaching and management strategies/techniques
- Research in the field of special education and students with EBD.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Commitment to Diversity.** ED-SPED 554 strives to fulfill Boise State University's Diversity Requirement. As such, it seeks to help students gain:

1. Knowledge about individuals with emotional/behavioral disabilities,
2. Self-awareness of their own perspectives on emotional/behavioral disability,
3. Skills in working more effectively with individuals who have emotional/behavioral disabilities,
4. Greater understanding of both the historical as well as contemporary functions of special education programs in the schools, and
5. A more complete understanding of the historical roles of individuals with emotional/behavioral disabilities in society.

**Commitment to Technology.** ED-SPED 554 also strives to fulfill Boise State University's commitment to technology. As such, it seeks to help students gain:

1. Knowledge about technology and its applications for students with disabilities,
2. Knowledge about technology and its application in the field of education
3. Greater understanding of advancements in technology and possible applications,
4. Skills in working with technology.

<b>Standards/Indicators Addressed</b>	<b>Assessment</b>
<p><i>Standard 8: Social Development</i> Accomplished teachers of students with exceptional needs cultivate a sense of efficacy and independence in their students as they develop students' character, sense of civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others.</p>	Discussion Board, FBA/BIP, Lesson Plans
<p><i>Standard 9: Assessment</i> Accomplished teachers of students with exceptional needs design and select a variety of assessment strategies to obtain useful and timely information about students learning and development and to help students reflect on their own progress.</p>	Discussion Board, FBA/BIP
<p><i>Standard 10: Learning Environment</i> Accomplished teachers of students with exceptional needs design and select a variety of assessment strategies to obtain useful and timely information about student learning and development and to help students reflect on their own progress.</p>	Discussion Board, Research, Lesson Plans
<p><i>Standard 12: Family Partnerships</i> Accomplished teachers of students with exceptional needs work collaboratively with parents, guardians, and other caregivers to understand their children and to achieve common educational goals.</p>	Discussion Board, Research, Lesson Plans
<p><i>Standard 13: Reflective Practice</i> Accomplished teachers of students with exceptional needs regularly analyze, evaluate, and strengthen the quality of their practice.</p>	Discussion Board, Research, FBA.BIP

**Grading Scale:**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

A+	= 97.5%
A	=92.5%
A-	=90.0%
B+	=87.5%
B	=82.5%
B-	=80.0%
C+	=77.5%
C	=72.5%
C-	=70.0%
D+	=67.5%
D	=62.5%
D-	=60.0%

Rubrics and work examples will be provided for each assignment.

**All assignments must be handed in electronically:**

Please do this through the course site in the assignments area located on the left-hand side of the screen, <http://blackboard.boisestate.edu/>.

**Late Assignments:**

Late/lost assignments/assessments will be penalized -5% per day being late. This is a stiff penalty I understand, but it is necessary in order for me to provide you with quality feedback given our time schedule.

**Accommodations:**

To request academic accommodations for a disability, contact the Disability Resource Center, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential, [http://drc.boisestate.edu/faculty/index.cfm?subsection\\_id=48](http://drc.boisestate.edu/faculty/index.cfm?subsection_id=48).

**Excerpt from the Boise State University Policy Manual:**

Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s) (Student Policies and Procedures, Article 2, Section 16, April 2001), <http://www.boisestate.edu/osrr/>.

**Blackboard Academic Suite:**

If you have any questions regarding the use of Blackboard Academic Suite, please review the following, <http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatisBlackboard.htm>.

**Online Privacy:**

Please read the Boise State University's policy on online privacy, <http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm>.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Technical Requirements:**

If you have any questions regarding the use of Blackboard Academic Suite, please review the following, <http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatIsBlackboard.htm>.

**Blackboard Assistance:**

email: [blackboard@boisestate.edu](mailto:blackboard@boisestate.edu)

phone: (208) 426-2583 (8-6 Mon-Thu, 8-5 Fri)

location: Education Building - Room 420

I reserve the right to modify the syllabus and schedule at any time. Revisions to the course syllabus/schedule will be documented in an announcement on the Blackboard course site

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Boise State University  
College of Education  
Fall 2013**

<b>Course Name:</b> Foundations of Practice in ECSE	<b>Instructor:</b> Patricia Hampshire, PhD
<b>Course #:</b> ED-ECS 510	<b>Office Hours:</b> By appointment
<b>Location:</b> Online	<b>Phone:</b> 426-5464
<b>Days:</b> NA	<b>Office:</b> E205
<b>Time:</b> NA	<b>Email:</b> PatriciaHampshire@boisestate.edu

**The Conceptual Framework: The Professional Educator**

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

**Course Description**

This course explores what constitutes evidenced-based practices in special education and targets the use of causal designs. We consider how programmatic lines of research develop and discuss what it means for an intervention to have the potential to significantly impact practice. We value theoretically based research as the gold standard for increasing the knowledge base in special education and education as a whole. We examine the unique contributions from meta-analyses, research syntheses, and literature reviews to deepen ones' understanding of a given topic. Throughout the course we critically read specific and exemplary interventions in special education that were designed for children, youth and adults with severe disabilities, individuals with special needs identified in early childhood, students whose needs include transition, as well as students with high incidence disabilities and students at-risk for negative school outcomes in order to illustrate important constructs that enhance the quality of intervention research. Students who successfully complete this course apply concepts involved in understanding evidence-based practices in special education in a field-based project that is personalized for the applicant's primary field within special education.

**Idaho State Teaching Standards:**

- *Standard #2: Knowledge of Human Development & Learning. The teacher understands how students learn and develop, and can provide learning 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*

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

*instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.*

- *Standard #1: Subject Matter. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students*
- *Standard #6: Communication Skills The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*
- *Standard #7, Planning for Instruction: The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, curriculum goals and instructional strategies.*
- *Standard #4, Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

**Readings:**

Boudah, D. (2011). *Conducting educational research: Guide to completing a major project*. Thousand Oaks, CA: Sage Publications, Inc. **Required**

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: Author. **Required**

**Competencies:**

By the end of the semester, each student will demonstrate:

1. Knowledge of the role of theory in special education research.
2. Knowledge of multiple quantitative methodologies, which might be used to expand the knowledge base in special education.
3. Knowledge of constructs that are critical to the development of credible intervention research including, but not limited to the following: robustness of independent variable, Hawthorne effects, treatment validity, inter-rater reliability, appropriateness of measurement strategy and design, non-equivalent dependent variables, etc.
4. The ability to describe and critique empirical research with respect to type of research, hypotheses, sampling, design, procedures, and statistical analysis.
5. An understanding of how research in special education can inform educational practices.
6. Awareness of how to develop and test modifications of evidence-based interventions based on presenting characteristics of particular populations

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

The course focuses on helping you understand how researchers develop and evaluate interventions and standards for deciding which forms of instruction should be considered best practice – and for whom, under which circumstances, and so on. It also is intended to teach you to decide when to invest your own time and energy into learning something new in a clinical or educational setting, as you hear claims about “innovative” methods or the latest approach.

Learning how to evaluate educational research requires a great deal of specialized knowledge – so much so, that there are generally several types of research methods courses available to graduate students.

Good research depends on more than the way participants are compared. It is important to understand other factors involved in intervention research, such as the way independent variables are conceptualized, the way dependent variables are measured, learning whether the intervention was delivered as planned, whether the intervention provided reliable, meaningful, and had lasting change and to whom.

As an educated consumer of research, you will want to be able to apply these skills in your professional life. You will want to do more than complete a series of exercises in a class for academic credit. You will want to decide for yourself, based on a careful read of selected published research accounts, whether to pursue what others recommend. You will be able to evaluate the research yourself, and then try out what seems reasonable to pursue.

Your final recommendations are likely to be informed by both theory and practice – which also means that you will have bridged this famous divide yourself.

**Course Activities to Obtain Goals:**

- *Reading common articles:* We will use a small set of articles that have been chosen to illustrate important intervention research designs. You will be given questions to think about to guide your reading before class and are asked to come prepared to discuss the reading with peers.
  
- *Learning from mini-lectures:* You are not expected to have an advanced understanding of statistics before taking this course. I will explain concepts such as effect sizes, percentage of non-overlapping data, significance levels, and other concepts *as they arise in articles we read* so that the content of the readings becomes more meaningful and to help you learn how to critique research. My hope is that you ask questions, as we explore these concepts, because you will need this knowledge to be successful on the midterm.
  
- *Applying ideas from theory to practice:* You will each choose one intervention topic to explore for the semester. Some students choose a topic that has been the focus of a prior paper. The most important criteria for choosing the topic is that you believe it has potential to be valued as an evidence-based practice, and that you have not used this particular intervention before. This application should be an opportunity for personal growth – and you will have a chance to discuss many of your thoughts about how to develop your own modification for the intervention in class. Information for writing the

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

results of this project are provided later in the syllabus and we will have ample time for questions.

- *Critical abstracts*: You will complete two mini-writing assignments that have been created to help ensure you are comfortable with the formal requirements of critiquing published research. We will do this together in class before you attempt it on your own. Moreover, you will receive feedback the first time you try this task without penalty. In other words, I want you to learn how accomplish this rather than having you meet a standard set of expectations the first time you try this task. You are asked to learn from your mistakes, however, as well as class discussion.

**Course Requirements:**

1. Quality of class participation is essential (20%). You are to read all assigned material before class and discuss these readings, and ask questions, in class. See online rubric for how this portion of your grade is calculated. You are also expected to complete class work in a small group (2-3 students) to support each other as you work towards completion of the semester paper (see # 4 below). Your class participation grade will impact the grade you earn for this course.

2. Students will write two short papers using specific criteria, in the form of a critical abstract after reading empirical journal articles (10% each, total = 20%). We will draft one critical abstract collaboratively in class before the first assignment is due.

3. Midterm (25%). You will complete a take home exam consisting of a three-page paper on one research article (given 2 to choose from). You will be given one class session to start the exam (and ask questions as needed) and asked to finish it at home. The specific requirements of the exam will be provided at that time and will require application of course content up to that point.

4. Research-to-Practice Application on a selected topic in the field of education. This assignment is intended to teach skills that enable teachers, clinicians, and direct service providers in special education to bridge the “research-to-practice” gap. It is designed to allow the student to directly test knowledge gained from intervention research in a new area of interest. In essence, after reading, summarizing, and critiquing 4-6 primary research studies, each student will implement a modified intervention using children or youth with whom s/he works (See pages 10-11 for grading rubric). A 5-8 page paper will include a reaction to and reflection of the *process* and *intervention outcomes*. The paper is worth 35% of course grade and includes an informal presentation to peers on the last day of the semester.

**Helpful Websites**

APA formatting: <http://owl.english.purdue.edu/owl/resource/560/01/>

APA presentation: <http://flash1r.apa.org/apastyle/basics/>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

Council for Exceptional Children:

[http://www.cec.sped.org/AM/Template.cfm?Section=About\\_CEC](http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC)

**Additional Required Readings (available on Blackboard):**

**TBD**

**Grading Policy:**

**GRADING SCALE**

A+	>98%		
A	94-97%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D	68-69%
B-	80-83%	F	<67%

**Student Expectations**

Online Behavior: Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional online behaviors that are considered by the instructor to be unprofessional include: (a) providing in appropriate feedback to classmates that is critical and not constructive in nature, (b) posting last minute responses in the discussion board that does not allow for ample response time, and (c) not coming to the discussion board and collaborative activities prepared causing a lack of meaningful participation and/or effort on the part of the student.

Person-First Language:

It is important for each person to be recognized first as an individual, secondarily described by their area of disability. Person-first language should become a natural part of your conversations. For example, you are not working with an autistic child, but with a child who has autism. You are not working with a developmentally delayed child, but with a child who has developmental delays.

Professional Communication:

When emailing the professor for any course professionalism is essential. For example, begin your email with: "Dear Dr. Hampshire or Professor Hampshire". First names are not appropriate unless the professor has clearly stated this preference. When communicating with collaborating teachers in the field or other site supervisors this same courtesy should be provided. In this case emails should begin with: "Dear Mr. or Ms. \_\_\_\_\_". Please remember that emails are a permanent record so please be clear, concise and respectful.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**University and College Policies and Information**

ADA: If there is any student who has special needs because of any disability, please go to the Office for Students with Disabilities to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

Writing Center: The Writing Center provides free tutoring to any students interested in improving their writing abilities. The center tutors will assist you with all aspects of writing. For example, tutors will help you learn to identify paper topics and generate ideas for them, plan and organize drafts, and rewrite and edit your papers. The center's purpose is not to correct or proofread final drafts for you, but to help you learn strategies that good writers use during the process of writing. You may visit the center for assistance with any writing project for this class. Call 426-1298 or go to <http://www.boisestate.edu/wcenter/>

Boise State University Online Privacy Notice: Information for students regarding e-mail, personal disclosures, data retained about students, acceptable use, online behavior, academic honesty, and publication and distribution of student work.  
<http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm>

Library contact: For help with finding research articles or resources at the library, contact Margie Ruppel at 426-1323 or [margieruppel@boisestate.edu](mailto:margieruppel@boisestate.edu). She is the reference librarian for education and can help with locating sources or research. She is the reference librarian for education and can help with locating sources or research.

Plagiarism and Intellectual Honesty

Plagiarism occurs when a person passes in another person's work as his or her own or borrows directly from another's work without documentation. It doesn't matter if the work is that of a published author, an unpublished co-worker, or another student. Plagiarism also occurs when a person passes off another person's ideas as his or her own; merely casting another writer's ideas in different words doesn't free one from the obligation to document one's source. Finally, plagiarism occurs when graphic images are borrowed without attribution.

A student who plagiarizes will be excluded from the course, will receive a final grade of F, and may be referred to the [Office of Student Rights and Responsibilities](#) for disciplinary action. Other penalties may include academic probation, suspension, or expulsion from school. With this in mind, keep all preliminary work you do for each assignment. For instance, you should print hard copies of each draft or make separate electronic files. Should you turn in an assignment that appears to me to have been plagiarized, you will want to be able to show evidence of your work: notes, outlines,

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

drafts, and other such material. If you are unable to do so, then we have a serious problem.

If you have any questions about plagiarism, talk to me. You can also find further clarification in *A Manual for Writers of Term Papers, Theses, and Dissertations*; the *MLA Handbook for Writers of Research Papers*; the [Boise State Student Code of Conduct](#); the [Student Conduct Program](#); and the [Student Online Privacy Notice](#).

**Assignments, Evaluation Procedures, and Grading Policy:**

Below is an explanation of assignments, activities, and assessments due throughout the term. Due dates for each item are listed in the course schedule. Policies for late assignments:

- Discussion posts must be posted in a timely manner according to the course's scheduled due dates. Discussions **submitted late will not be graded**. Students' discussions are enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with 2–4 days of participation per week as a minimum. Points may be deducted if a student does not follow these guidelines.
- Assignments submitted late due to agreements between student and instructor for preplanned absences and due to emergency absences do not receive any grade reduction for tardiness.
- Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, will receive grade reduction for the assignment as follows: Activities submitted late will have a **10% penalty for the late submission if the paper is 1-2 days late. 3-4 days late will result in a 20% penalty. 5-6 days late will result in 50% penalty. Papers seven or more days late will not be graded.**
- Late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

**Discussion Board:** Initial posts are due on Wed. by midnight each week. Two responses to classmates are then due by Sunday at midnight. Initial responses must be 2-3 paragraphs in length and must include at least one APA in-text citation to the readings for the week. In addition, you must include an end reference for that in-text citation. Responses to classmates should help to extend the conversation and you are expected to continue the conversation with the class as the week progresses. Two responses to classmates does not mean you only post twice. You should be engaging in discussion on the DB 2-4 days per week.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

**Activities:** To expand our discussions and provide a forum for applying key course content, every module will have 1-2 activities. Details for these activities can be found in the module.

**Participation and Professionalism:** It is vitally important that you participate in the activities on a weekly basis. This course is designed to give you the same level of content and interaction that you would have in a traditional face-to-face class. Please remember that everyone comes to this class with a different background and it is important that we respect each other and make the classroom a safe place. If at any time, I see behavior that is working against this goal, I will contact you directly to set up a time to talk in person.

**Final Paper:** Directions for the final paper and presentation will be provided in week 9.

**ED-SPED 557: Universal Design & Assistive Technology**

**Instructor:** Lisa Beymer  
**Email:** [lisabeymer@boisestate.edu](mailto:lisabeymer@boisestate.edu)  
**Office Phone:** (208) 426 6 5424  
**Campus Office:** Education Building #209  
**Office Hours:** Tuesday, Wednesday, Friday 9am ó 1pm; Monday, Thursday 3pm ó 5pm  
Available for phone call, video call, or additional office hours by request.  
**Course Hours:** Online

***Course Description and Objectives***

**Description:** Principles of universal design for learning that promote inclusive learning. Focus on theoretical frameworks and practical applications of instructional design. Adaptive and assistive technology to support the specific needs of students with disabilities.

As a result of completing this course, you will be able to:

- Understand the initial features of Universal Design for Learning (UDL), as well as evidence-based support for UDL in instruction
- Gain knowledge and skills necessary to apply principles of UDL for supporting students with learning disabilities
- Explore ways to make existing technology approaches accessible for students with learning disabilities
- Research current issues and opinions of online learning within education in regards to students with learning disabilities
- Gain knowledge and skills necessary to identify appropriate assistive technology tools to aid in academic instruction and independent living skills
- Create online materials and activities for students with learning disabilities, using assistive technology tools
- Collect, evaluate, and synthesize information for specific areas of assistive technology available for use for students with disabilities

**Required Text:**

Bryan & Bryant (2012). *Assistive Technology for People with Disabilities, Second Edition*. New Jersey: Pearson Education, Inc.

Additional reading materials are outlined on the course Blackboard website.

**Recommended Text:**

American Psychological Association (2009) *Publication Manual of the American Psychological Association*. 6<sup>th</sup> ed., Washington, DC: APA.

*Course – Department Standards Alignment*

<i>Key Element Standard</i>	<i>Where Addressed</i>
<p><b><i>Content Knowledge &amp; Professional Foundations</i></b> <b>Curricular Content Knowledge</b></p> <p>2.0 Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels</p> <p>2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.</p> <p>2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.</p> <p>2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.</p>	<p>1.3. Discussion Board</p> <p>1.4. Annotated Bib</p> <p>2.3. Curriculum Barriers</p> <p>2.4. UDL Lesson Plan</p> <p>3.5. Accessible Document</p> <p>4.3. Online Module</p> <p>5.6. QIAT Matrix</p> <p>8.2. Annotated Bib</p> <p>8.3. Review of Research SL Project</p>
<p><b><i>Instructional Pedagogy</i></b> <b>Programs, Services, and Outcomes</b></p> <p>3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.</p> <p>3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.</p> <p>3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.</p>	<p>2.3. Curriculum Barriers</p> <p>2.4. UDL Lesson Plan</p> <p>3.3. Evaluating a Website</p> <p>3.6. Mac Accessibility</p> <p>4.3. Online Module</p> <p>5.3. AT Product Matrix</p> <p>5.6. QIAT Matrix</p> <p>6.5. Instructional Software Checklist</p> <p>6.6. AT Vendors</p> <p>7.4. Virtual Tour SL Project</p>
<p><b><i>Instructional Pedagogy</i></b> <b>Research and Inquiry</b></p> <p>4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.</p> <p>4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.</p>	<p>1.3. Discussion Board</p> <p>1.4. Annotated Bib</p> <p>8.2. Annotated Bib</p> <p>8.3. Review of Research</p>
<p><b><i>Professionalism and Collaboration</i></b> <b>Leadership and Policy</b></p> <p>5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.</p> <p>5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.</p>	<p>5.3. AT Product Matrix</p> <p>5.6. QIAT Matrix</p> <p>6.5. Instructional Software Checklist</p> <p>6.6. AT Vendors</p> <p>7.4. Virtual Tour SL Project</p>

***Professionalism and Collaboration***  
**Professional and Ethical Practice**

6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.  
 6.4 Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

3.3. Evaluating a Website  
 3.6. Mac Accessibility  
 5.3. AT Product Matrix  
 5.6. QIAT Matrix  
 6.5. Instructional Software Checklist  
 7.4. Virtual Tour SL Project

***Professionalism and Collaboration***  
**Collaboration**

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.  
 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.  
 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

5.6. QIAT Matrix  
 6.5. Instructional Software Checklist  
 SL Project

### *The Conceptual Framework*

**The Professional Educator:** Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

**BSU Shared Values:** Our University core Values are academic excellence, caring, citizenship, fairness, respect, responsibility, and trustworthiness. I encourage and expect these shared Values from all students through all collaboration and discussion that occurs in our class.

- *Academic Excellence* ó engage in our own learning and participate fully in the academic community's pursuit of knowledge.
- *Caring* ó show concern for the welfare of others.
- *Citizenship* ó uphold civic virtues and duties that prescribe how we ought to behave in a self-governing community by obeying laws and policies, volunteering in the community, and staying informed on issues.
- *Fairness* ó expect equality, impartiality, openness and due process by demonstrating a balanced standard of justice without reference to individual bias.
- *Respect* ó treat people with dignity regardless of who they are and what they believe. A respectful person is attentive, listens well, treats others with consideration and doesn't resort to intimidation, coercion or violence to persuade.
- *Responsibility* ó take charge of our choices and actions by showing accountability and not shifting blame or taking improper credit. We will pursue excellence with diligence, perseverance, and continued improvement.
- *Trustworthiness* ó demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.

### *Grading and Assignments*

**Assignments:** See the weekly modules on the course Blackboard site for detailed information about individual assignment grading. Assignments are due by 11:59pm the last day of the Module in which they are assigned as indicated in the course schedule, unless otherwise stated on the course Blackboard site under the specific assignment. *Please be sure to look closely at individual assignment due dates, as they may vary depending on purpose in the course.* See below for information regarding late assignments.

**Late Policy:** In education (particularly special education), being late to meetings or with deadlines can result in negative performance evaluation and/or failure to meet legal obligations. Being on-time is also a sign of respect to your colleagues, students, and student families.

Therefore, it is important to practice the skills of punctuality in person and with our work. Any assignment turned in after the due date/time will be docked 10 points for each day that it is late. A student is allowed 2 late assignments within the semester. *If more than 2 late assignments are submitted at any time in the semester, a student's Final Grade will automatically be dropped by an entire letter grade.* Late assignments on Final Projects will not be accepted or graded or they will become an automatic 0 in the Gradebook.

**Missing Assignment Cap:** To ensure that each student in the course is provided the opportunities to learn and apply the concepts of the coursework, no student should be missing more than 1 assignments at any time throughout the semester. *If a student reaches more than 1 missing assignments, their Final Grade will automatically be dropped a letter grade. For every missing assignment above 1, their Final Grade will be dropped another letter grade.* (For example, a student with a Final Grade of an A who reaches 2 missing assignments will automatically be dropped to a Final Grade of a B. If this student is missing a 3<sup>rd</sup> assignment, their Final Grade will be dropped to a C. And so forth.)

*Note: A late assignment can only be turned in a maximum of 2 days after it is no longer worth any points. (Refer to Late Policy for point value deductions.)*

**Assignment Redo/Resubmit:** Students are permitted 1 redo/resubmit assignment per semester. If they are unsatisfied with a grade they received on an assignment, they must contact the Instructor no later than 1 week after the assignment's original due date to request the redo. From the time that the Instructor and Student agree to the redo, the Student has 1 week to resubmit the assignment for a final grade.

**Instructor Availability:** I am very quick to respond to emails. Any email sent to me Monday through Friday (before evening) will be answered within 48 hours, and typically sooner. Any email sent Saturday or Sunday is not guaranteed to be answered before Monday. I am available by office phone during my office hours. In order to get the timeliest help on coursework, please plan accordingly and ask questions early/often.

Semester grades will be calculated based on the following percentage breakdowns, which will combine to create your Final Grade:

**Breakdown of Percentages towards Final Grade:**

Discussion Board Posts	10 %
Assignments	55 %
SL Project	20 %
Quizzes	15 %

**Final Grade Percentage Range**

A+	= 97.5%	C+	= 77.5%
A	= 92.5%	C	= 72.5%
A-	= 90.0%	C-	= 70.0%
B+	= 87.5%	D+	= 67.5%
B	= 82.5%	D	= 62.5%
B-	= 80.0%	D-	= 60.0%

### *Course Policies*

**Attendance/Participation:** This is an online course; therefore, there will be no live class meetings. By the end of each Module, students are expected to read and study all assigned materials as necessary to understand the information and complete assignments.

**Disability Accommodations:**

If you have a documented disability and need modifications, please contact the Disability Resource Center, Admin 114, (208) 426-1583 to request academic accommodations for a disability. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential. Please complete these steps before or at the start of the semester so that your instructor is aware and can provide any necessary accommodations.

**Academic Integrity:** The official Boise State University policy on Academic Integrity is in effect in this course. Violation of this policy will result in failing this course. That policy reads as follows: *“Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s).”*

**Syllabus Adjustments:**

Adjustments in the syllabus may be necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments or assignment due dates. If changes are necessary, I will provide notice and rationale for the changes. Please regularly check our Blackboard course Announcements, as well as your BSU email, for such changes.

**Student Samples:** I enjoy collecting exemplary student assignment samples as they are turned in throughout the semester. This allows me to provide future students an idea of what my expectations are for these assignments. (FYI: I remove all names or other identifying information, so your work will remain anonymous.) If you do not want me collecting any of your work, please tell me at the beginning of the semester. Otherwise, I may or may not remember to ask before I collect your work.

*Course Outline of Activities*

**Schedule:** This is just an outline of course topics and module dates. Please consult the course's Blackboard Site for a full list of weekly assignments and instructions.

<i>Week</i>	<b>Module</b>	<b>Topic</b>	<b>Assignments</b>
<i>1</i> <i>8/26</i>	<b>1</b> Ends: 9/8	Universal Design for Learning (UDL)	Please see course Blackboard site for Assignments and Instruction
<i>2</i> <i>9/2</i>			
<i>3</i> <i>9/9</i>	<b>2</b> Ends: 9/22	UDL Application	Please see course Blackboard site for Assignments and Instruction
<i>4</i> <i>9/16</i>			
<i>5</i> <i>9/23</i>	<b>3</b> Ends: 10/6	Introduction to Assistive Technology & Making Existing Technology Accessible	Please see course Blackboard site for Assignments and Instruction
<i>6</i> <i>9/30</i>			
<i>7</i> <i>10/7</i>	<b>4</b> Ends: 10/20	Online Learning Issues	Please see course Blackboard site for Assignments and Instruction
<i>8</i> <i>10/14</i>			
<i>9</i> <i>10/21</i>	<b>5</b> Ends: 11/3	Assistive Technology (AT) for Specific Disability issues	Please see course Blackboard site for Assignments and Instruction
<i>10</i> <i>10/28</i>			
<i>11</i> <i>11/4</i>	<b>6</b> Ends: 11/17	AT in Academic Instruction	Please see course Blackboard site for Assignments and Instruction
<i>12</i> <i>11/11</i>			
<i>13</i> <i>11/18</i>	<b>7</b> Ends: 12/8	AT in Independent Living	Please see course Blackboard site for Assignments and Instruction
<i>November 25<sup>th</sup> – 29<sup>th</sup> : Thanksgiving Holiday</i>			
<i>14</i> <i>12/2</i>	<b>7</b> Ends: 12/8 <i>(continued)</i>	AT in Independent Living <i>(continued)</i>	Please see course Blackboard site for Assignments and Instruction
<i>15</i> <i>12/9</i>	<b>8</b> Ends: 12/13* End of Fall 2013 Semester	Research on UDL and AT	Please see course Blackboard site for Assignments and Instruction

\*Final Projects will be due during the week of December 16th, in lieu of a Final Exam.

## Service Learning

“The best way to find yourself is to lose yourself in the service of others.” [Mahatma Gandhi](#)

### *Introduction*

**What is Service Learning?:** Service-Learning is a teaching strategy that integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility. (Boise State Service-Learning Program)

- Examples: [Videos of BSU SL Projects](#)

**Service Learning at Boise State:** Service-Learning is a course-based, credit-bearing educational experience by which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. (Boise State Service-Learning Program)

**BSU Service Learning Mission:** “The Service-Learning Program facilitates campus-community partnerships by providing tools, trainings, and hands-on opportunities to enhance student learning, meet critical community needs, and foster a culture of community engagement. (Boise State Service-Learning Program)

**Purpose & Commitment to Service-Learning:** “Service-Learning is a teaching strategy that integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility” (Boise State Service-Learning Program).

- *Purpose:* Students in ED-SPED 333 will provide services to community organizations that strive to enhance the lives of students with disabilities. These services are meant to provide students with hands-on learning opportunities that will help to solidify key ideas discussed in the course.

**Why do Service Learning?:** There are many components of Service Learning that can impact both the learner and the community.

- *Addressing community needs:* Persons with disabilities who have needs high enough to require assistive technology devices or accommodations often have a difficult time accessing environments and tasks that persons without disabilities may find mundane. Through the hope of providing a more inclusive community for those persons with disabilities, we first need to address the issue of providing information and understanding from the perspective of the person with the disability.
- *BSU student benefit:* While the obligations of Service-Learning can be daunting at first, it is frequently reported as one of the highest-regarded experiences that BSU students encounter. The social benefits that students receive are high, providing experiences of service that may not otherwise be available.

- *Relation to course theory:* Putting your current course theory into practice solidifies the learning process and allows for generalizability of the course material. Service-Learning also allows the students to share their current learning and expertise with those around the community who do not have access to the information.
- *Respecting commitments:* Students who commit to and complete Service-Learning projects have a respect for the idea of valuing commitments. Service-Learning requires time away from campus, reflection of student experience, and volunteerism of personal time. Building this type of commitment early in a student's career will encourage continued service later in life and teach valuable lessons on responsibility and commitment.

### *Service-Learning in ED-SPED 557*

**Overview:** Each student will work collaboratively with a group of other ED-SPED 557 students to complete their Service-Learning project this semester. Though this will be a collaborative effort, each student's experiences in SL will be different; therefore, your reflection and participation in discussion of these experiences will be highly valuable to your own learning and the learning of your peers. Your grade for this project will be based on your participation and the products that you develop throughout the SL process.

- *Indirect Service:* Our course will be following an Indirect Service-Learning model through BSU's SL subarea of technical skill application: "Student teams will design projects that address the needs of a particular population."
- *Service Hours:* Students will be expected to dedicate 20 – 25 hours to their portion of the Service Learning project. Specific duties completed within these hours will be determined based on assignments within your 557 group.

### **Project:** Public Service Announcement (PSA)

- *Overview:* Students will be writing, directing, capturing, and distributing a Public Service Announcement. Students in 557 will work in a group to complete this SL project.
- *Focus:* The focus of the PSA will be to enlighten, inform, and encourage ideas for inclusion for persons with developmental disabilities. We will connect our course content by using themes of UDL and assistive technology when portraying this message of inclusion.
- *Community Partner:* 557 students will be creating this PSA for the Idaho Council on Developmental Disabilities. The ICDD has agreed to consider each PSA for distribution and/or revision for their public awareness campaign. Learn more about the ICDD [here](#).
- *Purposes:* There are many reasons why this particular SL Project was chosen for our 557 course. They are including, but not limited to, the following purposes:
  - To collaborate with peers on current issues in special education
  - To encourage promotion and advocacy for all students with disabilities
  - To create meaningful resources for use by community agencies, advocacy groups, schools, and families
  - To connect with our civic obligation as educators in promoting highest possible quality of life for students with disabilities

**Assignments:** There will be numerous steps to complete this SL Project with your group, all of which will be evaluated and included in your final SL Project grade. Some assignments will be based on individual efforts, but the majority will be based on your work within the group dynamic.

- *Reflection Journal:* Entries into this online journal will account for 150 points of your final SL Project grade. Please see **Reflection** section below for further descriptions.
- *PSA Activity Sheet:* We will be following the guidelines of the PSA Activity Sheet document to complete this SL Project. Please see our course Bb site for all necessary tools and materials.
  1. Step 1: Thinking about PSAs – to be submitted by the end of Module 2
    - Document to Complete: Step 1 Review Note Sheet
    - Only 1 group document needs to be submitted to the Instructor
  2. Step 2: Choosing Your Topic – to be submitted by the end of Module 2
    - Document to Complete: Step 2 Topic Note Sheet
    - Only 1 group document needs to be submitted to the Instructor
  3. Step 3: Thinking About Solutions – to be submitted by the end of Module 4
    - Document to Complete: Step 3 Solutions Note Sheet
    - Only 1 group document needs to be submitted to the Instructor.
  4. Step 4: Planning Your Own PSA – to be submitted by the end of Module 5
    - Document to Complete: Step 4 Planning Note Sheet
    - Document to Complete: PSA Script Outline
    - Only 1 group document needs to be submitted to the Instructor

As groups complete the four steps of the PSA Activity Sheet, individual group member work contributions will be determined by the group as a whole.

Distribution of workload will be discussed and agreed upon by the group.

- *Storyboard:* Based on your group's progress through the PSA Activity Sheet, you will create a storyboard of your 30-second PSA. Your team will use the PSA Storyboard template that I have created and uploaded to Blackboard. The template should be completed so accurately that anyone who looks at it will be able to understand the movement through your PSA. Your Storyboard should account for each second of your 30-second PSA. To be submitted by the end of Module 6.
- *PSA Recording:* After your group has completed their Storyboard, you will record your 30-second PSA based on the Storyboard timeline. Your group has two methods of recording to choose from:
  1. Video Recording: I have 2 digital video cameras available for student use. Groups can choose to videotape their PSA using one of these cameras. Several video editing programs are free for student use through BSU if necessary, and I am available to help edit videos with students. Students can also attempt to record the PSA with no errors. Please do not record any individuals who have not provided permission to do so, and be respectful in the location that you choose for recording.
  2. Image and Voice Recording: Students can choose to use digital images or clip art images to compile their PSA. Voice recordings or text will be required to deliver the PSA's message. Again, editing programs are free for students and

I am willing to help with editing. A digital camera is available for student use through request from me.

Again, distribution of work in this activity should be discussed and determined by the group as a whole. After this PSA Recording and editing activity, your 30-second PSA will be complete! To be submitted by 11:59pm on December 20<sup>th</sup>.

*Note:* As an additional incentive, the ICDD (our community partner) has donated prizes for the group whose PSA is chosen for distribution or revision by ICDD. See our Bb course site for more details.

- *Self-Evaluation:* Using our Teamwork Evaluation Rubric, you will provide a self-assessment grade of your overall work on the SL Project that will be averaged with your teammates' ratings of your work on the SL Project. Please see the *Teamwork Evaluation* description below for further details. Students will receive 20 points simply for rating themselves using the Teamwork Evaluation Rubric. To be submitted by 11:59pm on December 20<sup>th</sup>.
- *Teamwork Evaluation:* Using our Teamwork Evaluation Rubric, you will be asked to evaluate the participation and effort of each of your SL Project teammates. As every member will be evaluating one another, an average of Rubric scores will be taken and translated into a person's individual grade out of 100 points. To be submitted by 11:59pm on December 20<sup>th</sup>.
  1. For example: Johnny received scores of 3, 5, 4, 3 from his four team members and rated himself at a score of 4 on the Teamwork Evaluation Rubric. His overall individual grade on the Rubric would be a 3.8 of 5, which would translate to a 76% or 76/100 for the gradebook under Teamwork Evaluation.

**Reflection:** To follow along with BSU's vision for SL, we will be implementing reflection into our SL Project. The goal of this reflection process is to connect service to course theory and larger social issues, foster critical thinking, and active citizenship and helps in the evaluation of student progress.

- *Overview:* Throughout the semester, each 557 student will maintain a Reflection Journal of their experience in this SL project. This Reflection Journal will be available on our course Blackboard site, with access only to the student and the course Instructor. Reflection Journal entries will be completed three times throughout the semester, according to our course schedule (please see the course syllabus and course Blackboard site for exact dates).
- *Focus:* The purpose behind this Reflection Journal is to create meaningful connection between the student's experience, the SL Project and purpose, and the course content. This Reflection Journal will prompt students to think more deeply on matters pertaining to the SL Project and our course of study, allowing real-life scenarios to strengthen their knowledge of the course content.
- *Effective Reflection:* This Reflection Journal is not set up for students to respond at a superficial level with little engagement or critical reflection. I am not interested in purely descriptive accounts of your experience in the SL Project; rather, I am highly interested in your reflection lending itself to the higher-order thinking skills (i.e. think Bloom's Taxonomy) that you expect from your own students in the classroom

setting. Therefore, in these Reflection Journal entries students should consider addressing the following reflection prompts:

- Course Theory Focus Questions
    - Analyze how the course content relates to the service experience, including key concepts that can be used to understand events and guide future behavior;
    - Apply the course materials and the service experience to you and your person life, including your goals, values, attitudes, beliefs, and philosophy
  - Issue Focus Questions
    - When considering the purpose behind our SL Project and its message, describe what you perceive as the underlying issue and why it exists in our society. Include ideas on what it would take to positively impact the situation (for individuals, communities, education, and government)
  - Client Focus Questions
    - What stereotypes are you confronting about the people you are serving with this SL Project? Have you reconceptualized these stereotypes? If so, what information led you to do this?
  - Self-Focus/Personal Development Questions
    - What personal qualities (i.e. leadership, communication skills, compassion, etc.) have you developed through this SL Project? How will these qualities help you in the future?
  - Civic Focus Questions
    - What can you do with the knowledge you gained from this SL Project experience to promote change in the community, in your school, or in the state as a whole?
    - How do your own personal/professional lifestyle choices affect this issue? Is there anything you are doing that perpetuates the situation?
    - How has your orientation to or opinion about this issue changed through this SL Project experience?
- *Evaluation:* Each student entry into their Reflection Journal will be evaluated based on the standard “557 Reflection Rubric” provided to you by the Instructor (via our course Blackboard site). Each entry is worth a possible 50 points towards the student’s final SL Project grade. An entry is due by 11:59pm on the last day of Module 2, 5, and 8 (December 20<sup>th</sup>).

Assignment Name	Items to Complete	Points Possible
<i>Reflection Journal</i>	3x Bb journal entries	50 points each, 150 points total
<i>Thinking about PSAs</i>	Step 1 Review Note Sheet	50 points
<i>Choose Your Topic</i>	Step 2 Topic Note Sheet	50 points
<i>Thinking About Solutions</i>	Step 3 Solutions Note Sheet	50 points
<i>Planning Your PSA</i>	Step 4 Planning Note Sheet PSA Script Outline	50 points each, 100 points total
<i>Storyboard</i>	PSA Storyboard	200 points
<i>Self-Evaluation</i>	Teamwork Evaluation Rubric	20 completion points

<i>Teamwork Evaluation</i>	Teamwork Evaluation Rubric	100 (based on %age)
<b>Total SL Project</b>		<b>720 points</b>

*Sharing the Service Learning Experience*

**Expansion & Presentation:** Poster presentations happen in many forms and are common events in K-12 education to stimulate interest in programs, professional development and motivate professionals to explore the related content and services. The Boise State Service Learning Department holds exhibitions highlighting your work in the community. If you choose to participate, please visit this site for more information:

<http://servicelearning.boisestate.edu/students/sl-student-exhibition>

**EDSPED 558: Data-based Decision Making**

Instructor: Jenny Allison, Ph.D.  
Email: jennyallison@boisestate.edu

***Course Description***

In this course graduate students will consider theory and principles of test development and validation. The emphasis of the course will be on both theoretical and practical issues of educational and psychological measurement under classical test theory. Following a review of basic measurement, tests, and statistical concepts, the two major concepts of classical test theory, reliability and validity will be discussed and reviewed in detail.

The primary objective of the course is to develop the knowledge and skill levels of students in the interpretation of educational and psychological test data. Additionally, students will learn how tests are constructed and used as instruments of educational and psychological theory. Finally, students will understand the implications and practical issues related to the selection, evaluation and use of measurement instruments.

***Prerequisites:***

EDCIFS (Basic Stats)  
EDCIFS 511 Assessment and Evaluation

***Required Resources:***

Crocker, L., & Algina, J. (2006). *Introduction to classical and modern test theory*. Belmont, CA: Cengage Learning

***Recommended Texts & Articles:***

Linn, R. L. (Ed.). (1989). *Educational measurement* (3<sup>rd</sup> ed.). New York: Macmillan.

Allen, M. J., & Yen, W. M. (1979). *Introduction to measurement theory*. Monterey, CA: Brooks/Cole

AERA, APA & NCME (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

Messick, S. (1989). Validity. In R.L. Linn (Ed.), *Educational measurement* (3rd ed., pp. 13-103). New York: Macmillan.

Messick, S. (1996a). Standards-based score interpretation: Establishing valid grounds for valid inferences. Proceedings of the joint conference on standard setting for large scale assessments, Sponsored by National Assessment Governing Board and The National Center for Education Statistics. Washington, DC: Government Printing Office.

Messick, S. (1996b). Validity of Performance Assessment. In Philips, G. (1996). Technical Issues in Large-Scale Performance Assessment. Washington, DC: National Center for Educational Statistics.

Moss, P.A. (1992). Shifting conceptions of validity in educational measurement: Implications for performance assessment. *Review of Educational Research*, 62, 229-258.

### *Course Goals and Justification*

By the end of the course, you will be able to:

- Describe legal issues and ethical standards related to educational assessment
- Perform quantitative and qualitative item analysis
- Calculate measures of central tendency and variance
- Compute Pearson Product-Moment Correlation
- Interpret different types of standard scores.
- Discuss the concepts of reliability and validity
- Identify different types of reliability and validity and discuss how each is determined and used.
- Define sources of measurement error.
- Discuss procedures for developing standardized tests.
- Identify current, controversial issues in the area of testing and assessment.

### *Conceptual Framework: The Professional Educator*

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

The coursework and related experiences in the areas of curriculum and instruction, school improvement, research methods, field experiences, cognate studies, and dissertation provide students with the basis for a more complete understanding of what schools are and can be, insights into the complexities of teaching and learning, and collaborative experiences in working toward measurable and positive effects upon educational programs and student learning.

*Course Outline of Activities Schedule*

Week	Topic	Text Chapter*	Assignments Due
1	Overview & Intro to measurement theory	1	
2	Statistical Concepts for Test Theory and Scaling	2 & 3	Chapter 2 Exercises 3, 8, 18 Chapter 3 Exercise 1
3	Test Construction	4	Ch 4 Exercises 1, 5, 6
4	Test Scores as Composites	5	Mid-term exam 1 Ch 5 Exercises 2 & 3
5	Reliability & Classical True Score	6	Ch 6 Exercises 2,5,6
6	Procedures for Estimating Reliability	7	Ch 7 Exercise 1 & 2
7	Generalizability Theory	8	Ch 8 Exercises 1-3 Mid-term exam 2
8	Validity	10 Messick Unified Concept of Validity	Ch 10 Exercise 2 & 7
9	Procedures for prediction and classification	11	Ch 11 Exercises 1 & 3
10	Bias	12	Ch 12 Validity Reflection paper due
11	Factor Analysis	13	Ch 13 Ex 1
12	Item Analysis	14	Ch 14 Ex 1 & 2
13	Item Response Theory	15 Reece IRT article	Ch 15 Ex 4
14	Setting Standards	18	Ch 18 Ex 4
15	Norms & Standard Scores	19	Ch 19 Ex 1 & 2
	Final Exam		

*\*Additional reading assignments (e.g. articles & websites) will be posted on the Blackboard course site.*

*Assignments*

**Chapter Exercises:** Each week selected exercises are assigned and due. All other text exercises are optional.

**Reflection:** In a 3-5 page reflection paper, you will discuss issues related to Messick's unified concept of validity.

STATE DEPARTMENT OF EDUCATION

APRIL 16, 2015

Updated: August 22, 2012

Syllabus ED-SPED 558 4

**Midterm Exams:** There are two mid-term exams during this course, one during week 4 and a second during week 7.

**Final Exam:** There is a final exam for this course – please consult the catalog/calendar for the schedule.

Breakdown of Possible Points:

Chapter Exercises	30 %
Reflection	15 %
Midterm Exams	20 %
Final	35 %

**Course Policies**

Assignments: See the schedule of assignments. Assignments are due on the date indicated in the course schedule. Late assignments are not accepted.

*If you have a documented disability and need modifications, please contact the Office of Disability Services (426-1583) and inform your instructor.*

**Grading**

The final grade for this course will be based on the percentage of total points.

100 – 97% = A+	79 – 77% = C+	< 60% = F
96 – 94% = A	76 – 74% = C	
93 – 90% = A-	73 – 70% = C-	
89 – 87% = B+	69 – 67% = D+	
86 – 84% = B	66 – 64% = D	
83 – 80% = B-	63 – 60% = D-	



**STATE DEPARTMENT OF EDUCATION**  
**APRIL 16, 2015**

---

"

The Board approved two (2) programs at the February 2015 Board meeting, in compliance with the new standards for computer science and engineering programs. Completers of these programs will be able to apply for the applicable computer science endorsement or engineering endorsement on their teaching certificate, should those endorsements be approved by the Board at a future date. Currently there are no endorsements specific to these subject areas, however, the Department will be bringing forward a request to create them at a future Board meeting.

**BOARD ACTION**

I move to approve the addition of Computer Science and Engineering standards to the Idaho Standards for Initial Certification of Professional School Personnel as submitted in attachment 2.

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

Á

I move to approve the proposed rule change to IDAPA 08.02.02.04.01, Rules Governing Uniformity, Incorporation By Reference as submitted in attachment 1.

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

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

---

IDAPA 08  
TITLE 02  
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules:

(5-8-09)

01. Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~August 15, 2013~~ April 16, 2015. Copies of this document can be found on the Office of the State Board of Education website at [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov). ~~(3-20-14)( - - )~~

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



**Idaho State Board of Education**

**Idaho State Department of Education**

**July 1, 2017**

**(Date for Teacher Preparation Program Approval Accountability)**

(State Board of Education Approval - ~~August 14, 2014~~ April 16, 2015)

**Standards for Initial Certification of Professional School Personnel**



## Table of Contents

<b>Content</b>	<b>Page Number</b>
----------------	--------------------

**Summary & Background Information ..... 1**

Standards Area	Page	Standards Area	Page
<b>Core Teacher Standards</b>	6	<b>Science</b>	<a href="#">122</a> <a href="#">126</a>
<b>Bilingual Education and ENL</b>	24	-Biology	<a href="#">128</a> <a href="#">132</a>
<b>Communication Arts</b>	31	-Chemistry	<a href="#">131</a> <a href="#">135</a>
-Journalism	<a href="#">32</a> <a href="#">33</a>	-Earth and Space Science	<a href="#">136</a> <a href="#">139</a>
-Speech & Debate	<a href="#">34</a> <a href="#">35</a>	-Natural Science	<a href="#">139</a> <a href="#">142</a>
<b>Computer Science</b>	<a href="#">37</a> <a href="#">38</a>	-Physical Science	<a href="#">140</a> <a href="#">143</a>
<b>Early Childhood/Blended</b>	<a href="#">40</a> <a href="#">44</a>	-Physics	<a href="#">141</a> <a href="#">144</a>
<b>Elementary Education</b>	<a href="#">47</a> <a href="#">50</a>	<b>Social Studies</b>	<a href="#">144</a> <a href="#">146</a>
<b>Engineering</b>	<a href="#">54</a>	-Economics	<a href="#">147</a> <a href="#">149</a>
<b>English Language Arts</b>	<a href="#">51</a> <a href="#">63</a>	-Geography	<a href="#">149</a> <a href="#">151</a>
<b>Gifted &amp; Talented</b>	<a href="#">56</a> <a href="#">67</a>	-Government/Civics	<a href="#">152</a> <a href="#">153</a>
<b>Health</b>	<a href="#">68</a> <a href="#">78</a>	-History	155
<b>Literacy</b>	<a href="#">72</a> <a href="#">82</a>	-Social Studies	158
<b>Mathematics</b>	<a href="#">78</a> <a href="#">87</a>	<b>Exceptional Child Generalist</b>	<a href="#">159</a> <a href="#">158</a>
<b>Online Teacher</b>	<a href="#">83</a> <a href="#">91</a>	-Blind & Visually Impaired	<a href="#">164</a>
<b>Physical Education</b>	<a href="#">89</a> <a href="#">96</a>	-Deaf & Hard of Hearing	<a href="#">169</a>
<b>Pre-Service Technology</b>	<a href="#">94</a> <a href="#">100</a>	<b>Teacher Leader Standards</b>	<a href="#">174</a>
<b>Professional-Technical</b>	<a href="#">101</a> <a href="#">107</a>	<b>Teacher Librarians</b>	<a href="#">179</a>
-Agriculture Science & Technology	<a href="#">107</a> <a href="#">113</a>	<b>Visual/Performing Arts</b>	<a href="#">188</a>
-Business Technology	<a href="#">110</a> <a href="#">116</a>	-Drama	<a href="#">192</a>
-Family & Consumer Sciences	<a href="#">112</a> <a href="#">118</a>	-Music	<a href="#">195</a>

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

<i>-Marketing Technology</i>	<a href="#">117122</a>	<i>-Visual Arts</i>	<a href="#">198</a>
<i>-Technology Education</i>	<a href="#">119124</a>	<b><u>World Languages</u></b>	<a href="#">201</a>
		<b><u>Other Endorsement Areas</u></b>	<a href="#">208</a>

<b><u>Pupil Personnel Standards (non-teaching)</u></b>	<b><u>Page</u></b>
<b><u>School Administrators</u></b>	<a href="#">209</a>
<i>-School Superintendents</i>	<a href="#">219</a>
<i>-Special Education Directors</i>	<a href="#">223</a>
<b><u>School Counselors</u></b>	<a href="#">227</a>
<b><u>School Nurses</u></b>	<a href="#">232</a>
<b><u>School Psychologists</u></b>	<a href="#">236</a>
<b><u>School Social Workers</u></b>	<a href="#">246</a>

¶

## Idaho Standards for Initial Certification of Professional School Personnel Summary & Background

### Overview of the Past Standards

The early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These standards were "input-based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

***Example - Past (input-based) Standard Format, Biological Science:***

Twenty (20) semester credit hours to include at least six (6) credit hours of course work in EACH of the following areas: Botany and Zoology (some course work in physiology is also recommended).

The standards were seriously outdated, and Idaho was in danger of losing its partnership with the National Council for Accreditation of Teacher Education (NCATE), which is the nationally recognized teacher education program accreditation body. In addition to being a benchmark for program quality, NCATE partnership helps Idaho program completers gain certification reciprocity opportunities with other states.

In 2000 Idaho adopted new standards based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflected a move to "performance-based" outcomes, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do.

In 2012 a committee of education experts was convened to review and revise the Idaho Core Teacher Standards. After thoughtful consideration, the committee recommended adopting the newly revised InTASC Model Core Teaching Standards (April 2011) as published. No substantive changes were recommended by the committee. The committee did recommend a formatting change to the ten InTASC Model Core Teaching Standards to match the rest of the existing Idaho Standards for Initial Certification of Professional School Personnel.

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.

Each proposed standard is broken down into two areas:

- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do).

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program review team when evaluating for program accreditation.

**Revised Idaho Core Teacher Standards (InTASC 2011)**

The "Idaho Core Teacher Standards" apply to **ALL** teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this manual. The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning; Content; Instructional Practice; and Professional

Responsibility. The summary of each standard is:

***Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.***

***Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***

***Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***

***Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***

***Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

*Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

*Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

### **Foundation and Enhancement Standards**

The Core Teacher Standards apply to **ALL** teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

#### ***Example of content area Enhancements:***

***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.***

***In other words, Core Standard 1 basically states that the teacher must know the subject and how to create meaningful learning experiences.***

#### **Examples an Enhancement to Standard 1:**

For Language Arts:                      The teacher integrates reading, writing, speaking, listening, viewing, and language study.

For Math:                                      The teacher applies the process of measurement to two-and three-dimensional objects using customary and metric units.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that **every** teacher needs to know. Therefore, it is Standard 11 under Science. (See the graph for further illustration and titles of additional standards in subject areas.)

In no case are there more than 12 overall standards for any subject area.

**Pupil Personnel and Administrator Certification Standards**

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- School Administrators
- School Counselors
- School Nurses
- School Psychologists
- School Social Workers

Because of the unique role of these professionals, their standards are independent of the Core Standards but are still written in the same performance-based format: Knowledge and Performances.

**The Process of Idaho Standards Development and Maintenance**

The move to INTASC based standards was developed in 1999 and 2000 with task groups from around the state composed of a variety of Idaho education stakeholders including teachers, higher education representatives, parents, school administrators, business people, and others.

Each task group averaged 5-10 people, for a total of over 250 participants statewide.

Members of the Idaho's MOST Standards Committee formed by the State Board of Education and standards-writing Task Groups together have dedicated a total of over 4,000 volunteer hours on development of these standards.

The Professional Standards Commission (PSC) continuously reviews/revises 20% of the standards per year. The review process involves teams of content area experts from higher education and K-12 schools. The standards are then reviewed by the PSC and presented to the Idaho State Board of Education for approval. Once approved, they are reviewed by the State Legislature and become an incorporated by reference document in State Board Rule.

The Idaho Core Teacher Standards were revised in the spring of 2012 to align with the InTASC Model Core Teaching Standards (April 2011). Starting with the 2012-2013 standards review cycle, committees of education experts were convened to review and revise the content area standards according to both current national standards and the InTASC Model Core Teaching Standards (April 2011).

## Idaho Core Teaching 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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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*

### Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

### The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

***Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

**Knowledge**

1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

**Performance**

1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

**Disposition**

1. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development
2. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
3. The teacher takes responsibility for promoting learners' growth and development.
4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

***Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.***

**Knowledge**

1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
2. The teacher understands students with exceptional needs, including those associated with disabilities

and giftedness, and knows how to use strategies and resources to address these needs.

3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

### **Performance**

1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

### **Disposition**

1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
3. The teacher makes learners feel valued and helps them learn to value each other.
4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

***Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***

**Knowledge**

1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

**Performance**

1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

**Disposition**

1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

2. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
4. The teacher seeks to foster respectful communication among all members of the learning community.
5. The teacher is a thoughtful and responsive listener and observer.

### **Content**

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

***Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***

### **Knowledge**

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

### **Performance**

1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the

discipline.

4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.
9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

**Disposition**

1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
2. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
4. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

***Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***

**Knowledge**

1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
7. The teacher understands creative thinking processes and how to engage learners in producing original work.
8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

**Performance**

1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
8. The teacher develops and implements supports for learner literacy development across content areas.

**Disposition**

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

### **Instructional Practice**

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

***Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

### **Knowledge**

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
6. The teacher knows when and how to evaluate and report learner progress against standards.
7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

### **Performance**

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

**Disposition**

1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
2. The teacher takes responsibility for aligning instruction and assessment with learning goals.
3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

***Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

**Knowledge**

1. The teacher understands content and content standards and how these are organized in the curriculum.
2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
6. The teacher knows when and how to adjust plans based on assessment information and learner responses.
7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

**Performance**

1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
2. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

**Disposition**

1. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
2. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
3. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
4. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

*Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**Knowledge**

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

**Performance**

1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

### **Disposition**

1. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

### **Professional Responsibility**

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

***Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***

### **Knowledge**

1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
2. The teacher know how to use learner data to analyze practice and differentiate instruction accordingly.
3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

**Performance**

1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

**Disposition**

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***

**Knowledge**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

**Performance**

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
3. The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
8. The teacher uses and generates meaningful research on education issues and policies.
9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

***Disposition***

1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

2. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
4. The teacher takes responsibility for contributing to and advancing the profession.
5. The teacher embraces the challenge of continuous improvement and change.

**Standards for Bilingual Education and  
ENL (English as a New Language) Teachers**

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 Bilingual-ENL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 evolution, research, and current federal and state legal mandates of bilingual and ENL education.
  2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.
  3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.
  4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).
  5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).
- (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.
6. (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

**Performance**

1. (Bilingual only) The teacher articulates in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.
2. (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.
3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.
4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.
5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

***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 processes of language acquisition and development, and the role that culture plays in students' educational experiences.
2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

**Performance**

1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.
2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.
3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.
4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

***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 learners with diverse needs.***

**Knowledge**

1. The teacher understands the nuances of culture in structuring academic experiences.

2. The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).
3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.
4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

**Performance**

1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.
2. The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.
3. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities/giftedness and second language development.
4. The teacher provides appropriate accommodations that allow students to access academic content.

*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 adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.
2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

**Performance**

1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.
2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

*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 influence of culture on student motivation and classroom management.

**Performance**

1. The teacher demonstrates a culturally responsive approach to classroom management.

***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 that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.
2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.
3. The teacher understands the extent of time and effort required for language acquisition.

**Performance**

1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.
2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.
3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

***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 students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

**Performance**

1. The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

***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 variations in assessment of student progress that may be related to cultural and linguistic differences.
2. (Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.
3. (ENL only) The teacher understands how to measure the level of English language proficiency.

4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.
5. The teacher is familiar with the state English language proficiency assessment.
6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.
7. The teacher understands appropriate accommodations for language learners being tested in the content areas.
8. The teacher understands how to use data to make informed decisions about program effectiveness.

**Performance**

1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.
2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.
3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.
4. The teacher uses appropriate accommodations for language learners being tested in the content areas.
5. The teacher uses data to make informed decisions about 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 understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

**Performance**

1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

***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 benefits of family and community involvement in students' linguistic, academic, and social development.

2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

### **Performance**

1. The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.
2. The teacher collaborates with colleagues to promote opportunities for language learners.
3. The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

## **GLOSSARY OF TERMS**

### **ACTFL Proficiency Guidelines**

A nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. [http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

### **American Council of Teachers of Foreign Languages (ACTFL)**

An organization for world language professionals of K-12 and higher education

### **Articulatory System**

The mechanism by which the sounds of a language are produced-

### **Bilingual Education Program**

An educational approach that uses two languages to promote academic success, bilingualism, biliteracy, and multiculturalism

### **Biliteracy**

The ability to read and write in two languages

### **Code-switching**

A change by a speaker or writer from one language or variety of language to another at the word, phrase, clause, or sentence level (TESOL, 2010)

### **English as a New Language (ENL)**

Refers to the teaching of English to speakers of other languages

### **Inflectional Endings**

Grammatical markers or suffixes used in standard conventional language production

### **Primary Language**

An individual's most developed language-

**Register**

The usage of language in a particular social context

**ADDITIONAL RESOURCES**

**National Clearinghouse for English Language Acquisition**

[www.ncele.gwu.edu](http://www.ncele.gwu.edu)

**Center for Research on the Educational Achievement and Teaching of English Language Learners**

[www.cal.org/create](http://www.cal.org/create) **CREDE** [www.crede.org](http://www.crede.org) **NABE** [www.nabe.org](http://www.nabe.org) **TESOL** [www.tesol.org](http://www.tesol.org) **CARLA**

[www.carla.umn.edu](http://www.carla.umn.edu) **REFERENCES**

Teachers of English to Speakers of Other Languages, Inc. (2010). *TESOL/NCATE standards for the recognition of initial TESOL programs in P-12 ESL teacher education*. Alexandria, VA: Author.

### **Idaho Foundation Standards for Communication Arts Teachers**

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers.

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured 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 content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.***

#### **Knowledge**

1. The teacher understands how values and ethics affect communication.
2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.
3. The teacher knows the components and processes of communication.
4. The teacher understands the interactive roles of perceptions and meaning.
5. The teacher understands how symbolism and language affect communication.
6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.
7. The teacher knows methods and steps of problem solving in communication arts.

#### **Performance**

1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process (e.g., speeches, interpersonal interactions, journalistic writing, and debate).
2. The teacher provides instruction and practice in conducting and applying research.
3. The teacher creates lessons that stress the importance of audience analysis and adaptation.
4. The teacher presents communication as a process consisting of integral components.
5. The teacher explains various methods of organization and their effects on the communication process.

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

*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 learners with diverse needs.*

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

*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 including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*

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

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

*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.*

## Idaho Standards for Journalism Teachers

In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured 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 content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.***

### Knowledge

1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, and editorial writing).
2. The teacher understands the elements of design and layout.
3. The teacher understands the purposes and elements of photojournalism (e.g., composition and processing).
4. The teacher understands the purposes, types, and rules of headline and caption writing.
5. The teacher possesses knowledge of interviewing skills.
6. The teacher knows how to organize and equip a production area.
7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, and business personnel).
8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, and the Internet).
9. The teacher understands advertising and finance.
10. The teacher knows the fundamentals of editing.
11. The teacher understands processes of effective critiquing.

12. The teacher understands journalistic law.

**Performance**

1. The teacher instructs students in the fundamentals of journalistic style.
2. The teacher presents and requires students to apply the techniques of design and layout.
3. The teacher integrates the purposes and elements of photojournalism into the production process.
4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.
5. The teacher provides opportunities for students to practice and use interviewing skills.
6. The teacher teaches editing skills and provides opportunities for student practice.
7. The teacher provides opportunities for students to critique and evaluate student and professional work.

*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 that are adapted to learners with diverse needs.*

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

*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 including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*

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

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

*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.*

## Idaho Standards for Speech and Debate Teachers

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured 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 content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.***

### Knowledge

1. The teacher understands the models of interpersonal communication.
2. The teacher knows the processes of hearing and listening.
3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.
4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, and problem solving).
5. The teacher understands rhetorical theories and practices.
6. The teacher understands types of public speaking (e.g., informative, persuasive, and ceremonial).
7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.
8. The teacher understands the necessity of adapting public speaking styles and skills to various media.
9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).
10. The teacher knows the theories and practices of argumentation.
11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, and fallacies).
12. The teacher knows the various types of competitive speaking events (e.g., impromptu,

extemporaneous, oratory, and debate).

13. The teacher knows how to identify and minimize communication anxiety.

**Performance**

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, and conflict resolution).
2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.
3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.
4. The teacher provides instruction in presenting for various media.
5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, and competitive speaking).
6. The teacher provides opportunities for students to participate in debate and speaking events.
7. The teacher explains various methods of organization and their effects on the communication process.
8. The teacher provides strategies for minimizing communication anxiety.

*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 that are adapted to learners with diverse needs.*

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

*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 including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*

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

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

*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 wellbeing.*

## Idaho Standards for Computer Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). 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 Computer Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. These standards were influenced and developed through use of the standards set forward by the International Society for Technology Education (ISTE) and the Computer Science Teachers' Association (CSTA).

The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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.

*Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

### Knowledge

1. The teacher understands digital citizenship.

### Performance

1. The teacher promotes and models digital citizenship.
2. The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners.

*Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

### Knowledge

1. The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

### Performance

1. The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online

environments that support effective and engaging learning.

2. The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.

**Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.**

### **Knowledge**

1. The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.

### **Performance**

1. The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.
2. The teacher develops student understanding of privacy, security, safety, and effective communication in online environments.

**Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.**

### **Knowledge**

1. The teacher understands data representation and abstraction.
2. The teacher understands how to effectively design, develop, and test algorithms.
3. The teacher understands the software development process.
4. The teacher understands digital devices, systems, and networks.
5. The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.
6. The teacher understands the role computer science plays and its impact in the modern world.
7. The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.
8. The teacher understands the many and varied career and education paths that exist in Computer Science.

### **Performance**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

1. The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:
  - i. Effectively uses primitive data types.
  - ii. Demonstrates an understanding of static and dynamic data structures.
  - iii. Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.
  - iv. Effectively uses modeling and simulation to solve real-world problems
  
2. The teacher effectively designs, develops, and tests algorithms. The teacher:
  - i. Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.
  - ii. Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.
  - iii. Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.
  - iv. Effectively uses two or more development environments.
  - v. Demonstrates knowledge of varied software development models and project management strategies.
  - vi. Demonstrates application of all phases of the software development process on a project of moderate complexity from inception to implementation.
  
3. The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:
  - i. Demonstrates an understanding of data representation at the machine level.
  - ii. Demonstrates an understanding of machine level components and related issues of complexity.
  - iii. Demonstrates an understanding of operating systems and networking in a structured computing system.
  - iv. Demonstrates an understanding of the operation of computer networks and mobile computing devices.
  
4. The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:

- i. Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.
  - ii. Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.
5. The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

**Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

**Knowledge**

1. The teacher understands the academic language and conventions of computer science and how to make them accessible to students.

**Performance**

1. The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.
2. The teacher develops student understanding of online safety and effectively communicating in online environments.

**Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**

**Knowledge**

1. The teacher understands the creation and implementation of multiple forms of assessment using data.

**Performance**

1. The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.

**Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Knowledge**

1. The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

**Performance**

1. The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.
2. The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.
3. The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

**Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

**Knowledge**

1. The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

**Performance**

1. The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.
2. The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

**Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.**

**Knowledge**

1. The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.

**Performance**

1. The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education.
2. The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources.
3. The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.

**Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.**

**Knowledge**

1. The teacher understands the process and value of partnerships with industry and other organizations.

**Performance**

1. The teacher is active in the professional computer science and industrial community.

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

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 Early Childhood Blended Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

*\* 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 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.

**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.

***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.

**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.

***Standard 3: Adapting 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 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).

**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.

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

**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).

**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.

***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.

**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.

***Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.***

**Performance**

1. The educator adjusts 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 upon 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).

**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.

***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.

**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.

***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.

**Performance**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

1. The educator practices 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.

**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.

## **Idaho Standards for Elementary Education Teachers**

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 Elementary Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 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 the importance of providing a purpose and context to use the communication skills taught across the curriculum.
3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.
4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.
5. 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. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.
6. 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 global citizens of a culturally diverse, democratic

society and interdependent world.

7. 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.
8. 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 overall wellness.
9. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.
10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.
11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

**Performance**

1. The teacher models the appropriate and accurate use of language arts.
2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.
3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.
4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.
5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.
6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

***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 young children's and early adolescents' literacy and language development influence learning and instructional decisions.

2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

**Performance**

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

***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 the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

**Performance**

1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

***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.***

**Knowledge**

1. The teacher understands the importance of teaching and re-teaching classroom expectations.
2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

**Performance**

1. The teacher consistently models and teaches classroom expectations.
2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

***Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster***

*learning and communication skills in the classroom.*

*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 understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.*

*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.*

## Idaho Standards for Engineering Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). 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 Engineering Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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.

*Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

### Knowledge

2. The teacher understands how to design developmentally appropriate engineering activities and assignments.

### Performance

1. The teacher designs and implements developmentally appropriate engineering activities and assignments.

*Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

### Knowledge

2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address those needs.

3. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

### Performance

1. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities and giftedness.
2. The teacher provides appropriate accommodations that allow students to access academic content.

*Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage 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 knows the components of an effective classroom management plan.
4. The teacher understands how social groups function and influence individuals, and how individuals influence groups.
5. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.
6. The teacher understands the relationship between classroom management, school district policies, building rules, and procedures governing student behavior.

### Performance

1. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.
2. The teacher establishes a positive and safe climate in the classroom and laboratory, as well as participates in maintaining a healthy environment in the school as a whole.
3. 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, as well as clearly communicating curriculum goals and learning objectives.
4. The teacher utilizes a classroom management plan consistent with school district policies, building rules, and procedures governing student behavior.
5. 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.

6. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.
7. The teacher engages students in individual and cooperative learning activities that helps the students 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).
8. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

**Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.**

**Knowledge**

1. The teacher understands the principles and concepts of engineering design.
2. The teacher understands the role of mathematics in engineering design and analysis.
3. The teacher understands the role of natural and physical sciences in engineering design and analysis.
4. The teacher understands the ethical issues and practices of the engineering profession.
5. The teacher understands the importance of team dynamics and project management in engineering projects.

**Performance**

1. The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.
2. The teacher can demonstrate the effects engineering has on the society, the environment and the global community.
3. The teacher is able to work in a learning community/project team.

**Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

**Knowledge**

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.
5. The teacher knows the symbols, terminology, and notations specific to engineering.
6. The teacher recognizes the importance of oral and written communication in the engineering discipline.

### **Performance**

1. The teacher is a thoughtful and responsive listener.
2. The teacher adjusts communication so that it is developmentally 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, listening, and in using other mediums, consistent with engineering practices.
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.
8. The teacher uses the symbols, terminology, and notations specific to engineering.

**Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**

### **Knowledge**

2. The teacher understands the purposes of formative and summative assessment and evaluation.
3. The teacher knows how to use multiple strategies to assess individual student progress.
4. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.
5. The teacher knows how to use assessments in designing and modifying instruction.
6. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.

7. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.
8. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and stakeholders.
9. 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 to enhance the 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 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.
4. The teacher monitors student assessment data and adjusts instruction accordingly.
5. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and stakeholders.

**Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

### **Knowledge**

1. The teacher understands how to apply knowledge regarding 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, 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 designs an engineering curriculum that aligns with high school and postsecondary

engineering curricula.

2. The teacher designs curriculum to meet community and industry expectations.
3. 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.
4. 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.
5. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.
6. The teacher develops and utilizes student assessments that align with curriculum goals and objectives.
7. The teacher modifies instructional plans based on student assessment and performance data.
8. The teacher integrates multiple perspectives into instructional planning, with attention to students' personal, family, and community experiences and cultural norms.
9. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

**Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

#### **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, project-based learning, problem-based learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives).
3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.
4. The teacher knows how to apply integrative STEM pedagogy.

#### **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.
4. The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.
5. The teacher uses practitioners from industry and the public sector as appropriate for the content area.
6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge.

**Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.**

#### **Knowledge**

2. The teacher is knowledgeable about the different career opportunities for engineering.
3. The teacher knows the Code of Ethics for Idaho Professional Educators.
3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.
4. The teacher is aware of the personal biases that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.
5. The teacher knows where to find and how to access professional resources on teaching and subject matter.
6. The teacher understands the need for professional activity and collaboration beyond the school.
7. The teacher knows about professional organizations within education and his/her discipline.
8. The teacher understands the dynamics of change and recognizes that the field of education is not static.
9. The teacher knows how to use educational 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 educational technology to enhance productivity and professionalism.

*Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

#### Knowledge

2. The teacher is aware of community issues and needs for design opportunities.
3. The teacher is aware of the importance of professional learning communities.

#### Performance

1. The teacher is able to adapt lessons to address community needs using the engineering design process.
2. The teacher actively seeks out and utilizes community resources to create engaging learning opportunities.
3. The teacher collaborates with other teachers across disciplines, as well as community partners.

## Glossary

**Engineering:** The profession in which knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of mankind.

**Engineering Design Process:** A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve or satisfy human needs or wants and to narrow down the possible solutions to one final choice.

**Engineering Technology:** The part of the technological field that requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the craftsman and the engineer at the end of the spectrum closest to the engineer.

**Integrative STEM:** The application of technological/engineering design based pedagogical approaches to intentionally teach content and practices of science and mathematics education concurrently with content and practices of technology/engineering education. Integrative STEM Education is equally applicable at the natural intersections of learning within the continuum of content areas, educational environments, and academic levels.

**Technology:** Technology comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.

### Idaho Standards for English Language Arts Teachers

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 English Language Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

*\* These standards were aligned to the 2011 InTASC Model Core Teaching Standards and the 2012 NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts. The language was written by a committee of content experts and has been adopted verbatim.*

#### ***The Learner and Learning***

***Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

#### **Performance**

1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.
2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).
3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

***Standard 2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.***

#### **Performance**

1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’

opportunities to learn in ELA.

2. Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

***Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***

**Performance**

1. Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

**Content Knowledge**

***Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***

**Performance**

1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.
2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.
3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.
4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

***Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***

**Performance**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.
4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

***Instructional Practice***

***Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***¶**Performance**

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.
4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

***Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

**Performance**

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect

knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

***Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

**Performance**

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media., and knowledge about students' linguistic and cultural backgrounds.

***Professional Responsibility***

***Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***

**Performance**

1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

***Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***

**Performance**

1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

## **Idaho Standards for Gifted and Talented Education Professionals**

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 Gifted and Talented Education Professional Standards are widely recognized, but not all-encompassing or absolute indicators that candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The Idaho Standards for Gifted and Talented Education Professionals incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Gifted Educator Preparation Standards (2014).

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, his/her 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 in 2013, and has been adopted verbatim.*

***Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

### **Knowledge**

1. Beginning gifted education professionals understand the variations in learning and development between and among individuals with exceptionalities.
2. Beginning gifted education professionals understand the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, and asynchronous development).
3. Beginning gifted education professionals understand the theories related to the highly sensitive nature of individuals with gifts and talents.
4. Beginning gifted education professionals understand the moral and ethical challenges of individuals with gifts and talents.
5. Beginning gifted education professionals understand the need for appropriate social and emotional counseling of individuals with gifts and talents.
6. Beginning gifted education professionals understand the common misconceptions, myths and stereotypes about individuals with gifts and talents.

### **Performance**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

1. Beginning gifted education professionals demonstrate their knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.
2. Beginning gifted education professionals identify, evaluate, develop, and implement strategies and resources to address the social and emotional needs of individuals with gifts and talents.
3. Beginning gifted education professionals engage students in learning opportunities that develop moral and ethical dispositions.
4. Beginning gifted education professionals advocate for individuals with gifts and talents by debunking common misconceptions, myths and stereotypes associated with giftedness.

**Supporting Explanation for Standard 1:**

From its roots, gifted educators have placed the learning needs of the individual at the center of gifted education instruction. Gifted educators have altered instructional variables to optimize learning for individuals with gifts and talents. Development of expertise begins with a thorough understanding of and respect for similarities and differences in all areas of human growth and development. Like all educators, beginning gifted educators first respect individuals with gifts and talents within the context of human development and Individual learning differences. Not only do beginning gifted educators understand advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence, but they also understand how exceptionalities can interact with development and learning, and modify developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with gifts and talents.

***Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.***

**Knowledge**

1. Beginning gifted education professionals understand how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.

**Performance**

1. Beginning gifted education professionals identify and provide appropriate differentiated curriculum that targets individual students' needs with respect to an individual's high performing capabilities in intellectual, creative, specific academic, leadership areas, or ability in the performing or visual arts.
2. Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

**Supporting Explanation for Standard 2:**

Beginning gifted educators understand the variation in characteristics between and among individuals with and without gifts and talents. They know exceptionalities can interact with multiple domains of human development to influence an individual's learning in school, community, and throughout life. Moreover,

they understand that the beliefs, traditions, and values across and within cultures can influence relationships among and between students, their families, and the school community. Furthermore, these experiences of individuals with exceptionalities can influence the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning gifted educators are active and resourceful in seeking to understand how primary language, culture, family, and learning disabilities interact with the individual's gifts and talents to influence academic and social abilities, attitudes, values, interests, and career and post-secondary options.

These learning differences and their interactions provide the foundation upon which beginning gifted educators differentiate instruction, create adaptations and instructional support in order to provide developmentally meaningful and challenging learning for individuals with exceptionalities.

***Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***

**Knowledge**

1. Beginning gifted education professionals understand the elements of safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become active and effective learners and develop emotional well-being, positive social interactions, independence, and self-advocacy.

**Performance**

1. Beginning gifted education professionals collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions. They take into account individual abilities and needs and develop emotional well-being, positive social interactions, independence, and self-advocacy.
2. Beginning gifted education professionals use communication and motivational and instructional interventions to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.
3. Beginning gifted education professionals match their communication methods to an individual's language proficiency and cultural and linguistic differences.

**Supporting Explanation for Standard 3:**

Like all educators, beginning gifted educators develop safe, inclusive, culturally responsive learning environments for all students. They also collaborate with colleagues in general education and other specialized environments that develop students' gifts and talents, engaging them in meaningful learning activities that enhance independence, interdependence, and positive peer-relationships.

Beginning gifted educators modify learning environments for individual needs. Knowledge regarding an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's gifts and talents guides the beginning gifted educator in modifying learning environments and providing for the maintenance and generalization of acquired skills across environments and subjects. They match their communication methods to an individual's language proficiency and cultural and

linguistic differences, avoiding discrimination and stereotyping.

Beginning gifted educators structure environments to encourage self-awareness, self-efficacy, self-direction, personal empowerment, leadership, and self-advocacy of individuals with gifts and talents and directly teach them to adapt to the expectations and demands of differing environments.

***Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***

### **Knowledge**

1. Beginning gifted education professionals understand the central concepts and structures of the disciplines and tools of inquiry related to the various academic content areas they teach or support.

### **Performance**

1. Beginning gifted education professionals organize content knowledge, integrate cross – disciplinary skills, and develop meaningful learning progressions to help individuals with gifts and talents in academic subject matter and specialized content domains.

### **Supporting Explanation for Standards 4 & 5:**

The professional knowledge base in general education has made clear that the educators’ understanding of the central concepts and structures of the discipline and tools of inquiry related to the academic subject-matter content areas they teach makes a significant difference in student learning. There is good reason to generalize this conclusion to gifted educators.

Within the general curricula, beginning gifted educators demonstrate in their planning and teaching, a solid base of understanding of the theories, central concepts and principles, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach so they are able to organize knowledge, integrate cross-disciplinary skills, develop meaningful learning progressions and collaborate with educators in:

Using assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.

Teaching the content of the general or specialized curriculum to individuals with gifts and talents across a wide range of advanced performance levels.

Designing appropriate learning and performance modifications for individuals with gifts and talents in academic subject matter and specialized content domains that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

Additionally, beginning gifted educators use a variety of specialized curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

***Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***

**Knowledge**

1. Beginning gifted education professionals understand general and specialized curriculum models to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.
2. Beginning gifted education professionals understand the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

**Performance**

1. Beginning gifted education professionals implement general and specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.
2. Beginning gifted education professionals implement the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

***Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

**Knowledge**

1. Beginning gifted education professionals understand the appropriate use and limitations of various types of assessments.
2. Beginning gifted education professionals understand how to select and use technically sound formal and informal assessments that minimize bias.

**Performance**

1. Beginning gifted education professionals use pre-assessment and formative/summative assessments. They select, adapt, and create materials to differentiate strategies and create curricula that challenges and ensures growth of individuals with gifts and talents
2. Beginning gifted education professionals conduct and analyze formal and informal assessments of learning and achievement related to gifted and talented referral/nomination, identification, program planning, and other services for individuals with gifts and talents
3. Beginning gifted education professionals use assessment data to foster and document sustained growth over time of individuals with gifts and talents
4. Beginning gifted education professionals use various types of assessment data to collaborate with families and colleagues to assure appropriate, non-biased, and meaningful assessment to develop long- and short-range goals and objectives
5. Beginning gifted education professionals engage individuals with gifts and talents in assessing the

quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

**Supporting Explanation for Standard 6:**

Like all educators, beginning gifted educators understand measurement theory and practice for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Beginning gifted educators understand the policies and ethical principles of measurement and assessment related to gifted education referral/nomination, identification, planning, differentiated instruction, learning progress, and services for individuals with gifts and talents, including individuals from culturally and linguistically diverse backgrounds.

Beginning gifted educators understand the appropriate use and limitations of various types of assessments and collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Beginning gifted educators select and use assessment information to support a wide variety of decisions within gifted education. They conduct formal and informal assessments of behavior, learning, achievement, and environments to differentiate the learning experiences and document the growth and development of individuals with gifts and talents. Moreover, they differentiate assessments to identify above level performances and to accelerate and enrich the general curriculum. Beginning gifted educators use available technologies routinely to support their assessments and employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

Using these data, beginning gifted educators make multiple types of assessment decisions including strategic adaptations and modifications in response to an individuals' constellation of social, linguistic, and learning factors in ways to minimize bias. They also use the results of assessments to develop long-range instructional plans anchored in both general and specialized curricula, and they translate these plans into carefully selected shorter-range goals and objectives to differentiate instruction. Moreover, beginning gifted educators engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Like their general education colleagues, beginning gifted educators regularly monitor the learning progress of individuals with gifts and talents in both general and specialized content and make instructional adjustments based on these data.

***Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

**Knowledge**

1. Beginning gifted education professionals understand the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.
2. Beginning gifted education professionals know principles of evidence-based practice and possess a repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.
3. Beginning gifted education professionals understand curriculum design that includes content, process, product, and learning environment to differentiate instruction to meet the needs of individuals with gifts and talents.

4. Beginning gifted education professionals understand how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

**Performance**

1. Beginning gifted education professionals select and utilize a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.
2. Beginning gifted education professionals use technologies to support assessment, planning, and delivery of instruction for individuals with gifts and talents.
3. Beginning gifted education professionals collaborate with families and professional colleagues in selecting, adapting, and using evidence-based strategies to promote challenging learning opportunities in general and specialized curricula.

**Supporting Explanation for Standard 7:**

In the selection, development, and adaptation of learning experiences for individuals with gifts and talents, beginning gifted educators consider an individual's abilities, interests, learning environments and cultural and linguistic factors to promote positive learning results in general and special curricula. Understanding these factors and curriculum models, as well as the implications of being gifted and talented, guides the educator's development of scope and sequence plans; selection, adaptation and creation of learning activities; and use of differentiated evidence-based instructional strategies.

Moreover, beginning gifted educators facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. They are familiar with alternative and augmentative communication systems and are comfortable using technologies to support language and communication, instructional planning and individualized instruction for individuals with exceptionalities.

***Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

**Knowledge**

1. Beginning gifted education professionals understand a variety of differentiated instructional strategies to advance individuals with gifts and talents.

**Performance**

1. Beginning gifted education professionals use and adapt a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.
2. Beginning gifted education professionals use technologies to support instruction for individuals with gifts and talents
3. Beginning gifted education professionals emphasize the development, practice, and transfer of

advanced knowledge and skills leading individuals with gifts and talents to become creative and productive citizens.

4. Beginning gifted education professionals use curriculum design that includes content, process, product, and learning environment to address the needs of individuals with gifts and talents.
5. Beginning gifted education professionals develop and deliver curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

**Supporting Explanation for Standard 8:**

Beginning gifted educators possess a repertoire of evidence-based strategies to differentiate and accelerate the curriculum for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance 21<sup>st</sup> Century student outcomes such as critical and creative thinking, problem solving, collaboration, and performance skills in specific domains and allow individuals with gifts and talents opportunities to explore, develop or research their areas of interest or talent. Beginning gifted educators also emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

***Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to evaluate continually his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***

**Knowledge**

1. Beginning gifted education professionals understand how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.
2. Beginning gifted education professionals are aware of their own professional development needs and understand the significance of lifelong learning.

**Performance**

1. Beginning gifted education professionals use foundational knowledge of the field and their professional Ethical Principles and Program Standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.
2. Beginning gifted education professionals model respect for diversity, understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.
3. Beginning gifted education professionals advance the gifted education profession through participation in professional activities, learning communities, advocacy, and mentoring.

**Supporting Explanation for Standard 9:**

Beginning gifted educators practice in multiple roles and complex situations across wide age and developmental ranges requiring ongoing attention to legal matters and serious consideration of professional and ethical issues. Ethical principles and Program Standards guide beginning gifted educators. These principles and standards provide benchmarks by which gifted educators practice and evaluate one another professionally.

Beginning gifted educators understand gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, and historical points of view that continue to influence the field of gifted education and the education of and services for individuals with gifts and talents and their families in both school and society. Beginning gifted educators understand how these factors influence professional practice including assessment, instructional planning, services, and program evaluation.

Beginning gifted educators are sensitive to the aspects of diversity relating to individuals with gifts and talents and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery of gifted education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and the provision of effective gifted education services for ELL with exceptionalities and their families.

Beginning gifted educators also understand the relationships of the organization of gifted education services to the organization of schools, school systems, and education-related agencies within the country and cultures in which they practice. They are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice, and use this knowledge as a foundation to inform their own personal understandings and philosophies of special education.

Beginning gifted educators engage in professional activities and participate actively in professional learning communities that benefit individuals with gifts and talents, their families, colleagues, and their own professional growth. They view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. They plan and engage in activities that foster their professional growth and keep them current with evidence-based practices and know how to recognize their own skill limits and practice within them.

Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and wellbeing of individuals with gifts and talents across settings and diverse learning experiences.

***Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***

### **Knowledge**

1. Beginning gifted education professionals understand the theory and elements of effective collaboration.
2. Beginning gifted education professionals understand the components of a district plan for individuals with gifts and talents, including philosophy, definitions, goals, program options, identification procedures, and evaluation; how to develop a district plan; and the array of program options and services available for individuals with gifts and talents.
3. Beginning gifted education professionals understand effective implementation and evaluation of gifted and talented programs.

**Performance**

1. Beginning gifted education professionals collaborate with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.
2. Beginning gifted education professionals serve as a collaborative resource to colleagues.
3. Beginning gifted education professionals educate parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.
4. Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and collaborators.
5. Beginning gifted education professionals use a variety of technologies and techniques to facilitate learning and communication.
6. Beginning gifted education professionals educate colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.
7. Beginning gifted education professionals identify and implement extension and acceleration options for individuals with gifts and talents.
8. Beginning gifted education professionals match student needs with appropriate program options and services.

**Supporting Explanation for Standard 10:**

One of the significant changes in education over the past several decades is the rapid growth of collaborative educational teams to address the educational needs of students. The diversity of the students, complexity of curricular demands, growing influence of technology, and the rising targets for learner outcomes in the 21<sup>st</sup> century has created the demand for teams of educators collaborating together to ensure all students are effectively learning challenging curricula.

Beginning gifted educators embrace their role as a resource to colleagues and use the theory and elements of collaboration across a wide range of contexts and collaborators.

They collaborate with their general education and other special education colleagues to create learning environments that meaningfully include individuals with gifts and talents, and that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement. Additionally, beginning gifted educators use collaboration to facilitate differentiated assessment and instructional planning to advance learning of individuals with gifts and talents across a wide range of settings and different learning experiences. They routinely collaborate with other educators in developing mentorships, internships, and vocational programming experiences to address the needs of individuals with gifts and talents.

Gifted educators have long recognized the positive significance of the active involvement of individuals with gifts and talents and their families in the education process, and gifted educators involve individuals

with gifts and talents and their families collaboratively in all aspects of the education of individuals with gifts and talents.

### **Glossary**

#### **General Curricula:**

As used “general curricula,” means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

#### **Specialized Curricula:**

As used “specialized curricula,” means the content of specialized interventions or sets of interventions including but not limited to academic, strategic, communicative, social, emotional, and independent research curricula.

#### **Special Education Services:**

Special education services are personalized, i.e. individualized, services that appropriately credentialed gifted educators provide directly or indirectly to individuals with exceptionalities.

#### **Individuals with Exceptionalities:**

Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.

#### **Instructional Strategies:**

Instructional strategies as used throughout this document include interventions used in academic and specialized curricula.

## **Idaho Standards for Health Teachers**

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). 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 Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 Elementary and Secondary methods for teaching health and 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).

### **Performance**

1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

*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.*

**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.

**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).

*Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*

**Knowledge**

1. The teacher understands student jargon and slang associated with high-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.

*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 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.

**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.

*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.*

*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.

**Performance**

1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of 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).

**Performance**

1. The teacher demonstrates the ability to advocate for personal, family, and community health.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- 
2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.

## Idaho Standards for Literacy Teachers

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 Literacy Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

\* This language was written by a committee of content experts and has been adopted verbatim.

***Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

### Performance

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

***Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.***

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

### Performance

1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.

3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

***Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

#### **Performance**

1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.
2. Modify the arrangements to accommodate students’ changing needs.
3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.
4. Create supportive environments where English learners are encouraged and given many opportunities to use English.
5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

***Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

#### **Performance**

1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.

5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.
6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.
7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

***Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

#### **Knowledge**

1. Understands how literacy (reading and writing) occurs across all subject disciplines

#### **Performance**

1. Plans instruction addressing content area literacy according to local, state, and/or national standards.
2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3. Incorporates all aspects of literacy across content areas for instructional planning.

***Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.***

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

#### **Performance**

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
6. Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.
7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
8. Demonstrate the ability to communicate results of assessments to teachers and parents.

***Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

\*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

**Performance**

1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.
2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.
3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.
5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

***Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

\*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

**Performance**

1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.
2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

***Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

### **Performance**

1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
2. Demonstrate effective use of technology for improving student learning.

***Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

### **Performance**

1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.
2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.

### Idaho Standards for Mathematics Teachers

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 Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 mathematics and creates learning experiences that make these aspects of mathematics meaningful for learners.***

#### **Knowledge**

1. The teacher knows a variety of problem-solving approaches for investigating and understanding 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 and number systems.
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, data analysis, and probability (e.g., random variable and distribution functions).
8. The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.
9. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

#### **Performance**

1. The teacher incorporates the historical perspective and current development of mathematics in

teaching students.

2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences.

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

**Knowledge**

1. The teacher knows how to make use of students' mathematical development, knowledge, understandings, interests, and experiences.
2. The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.

**Performance**

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
2. The teacher plans and delivers learning activities that respect and value students' ideas, ways of thinking, and promote positive mathematical dispositions.

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

**Knowledge**

1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

**Performance**

1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.

***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 or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem-solving approaches.
3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.

4. The teacher knows how to frame mathematical questions and conjectures.
5. The teacher knows how to make mathematical language meaningful to students.
6. The teacher understands inquiry-based learning in mathematics.
7. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).
8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)

**Performance**

1. The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem-solving approaches.
3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.
4. The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.
5. The teacher uses and encourages the students to use a variety of representations to communicate mathematically.
6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.
7. The teacher uses and involves students in the appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

***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 including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in and beyond the classroom.***

**Knowledge**

1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

**Performance**

1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.
2. The teacher fosters mathematical discourse.

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

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

**Knowledge**

1. The teacher knows how to assess students' mathematical reasoning.

**Performance**

1. The teacher assesses students' mathematical reasoning.

*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.*

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

**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 a variety of real-world applications of mathematics.

**Performance**

1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business, and engineering).
2. The teacher encourages students to identify connections between mathematical strands.
3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

**Idaho Standards for Online Teachers**

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 K-12 Online Teacher Standards are widely recognized, but not all-encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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.

The characteristics of online instruction can be vastly different from teaching in traditional face-to-face environments. Online schools and programs serving K-12 students should be structured to support the unique needs of students and teachers in online environments. The Online Teacher Standards are aligned to the Idaho Core Teacher Standards. These standards reflect the principles of Universal Design related to technology. (Universal design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design’.)

*\* This language was written by a committee of content experts and has been adopted verbatim.*

***Standard 1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.***

**Knowledge**

1. The online teacher understands the current standards for best practices in online teaching and learning.
2. The online teacher understands the role of online teaching in preparing students for the global community of the future.
3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
4. The online teacher understands the relationship between online education and other subject areas and real life situations.
5. The online teacher understands the relationship between online teaching and advancing technologies.
6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.
7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

**Performance**

1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.
2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).
3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).
4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).
5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.
6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

***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 online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).
2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).
3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.
4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions.  
{Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g. Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g. Isolation, cyber-bullying); Moral (i.e Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

***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 learners with diverse needs.***

**Knowledge**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

**Performance**

1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.
2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).
3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

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

**Knowledge**

1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

**Performance**

1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).
2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)
3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

***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.***

**Performance**

1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).

2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).
3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

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

**Knowledge**

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

**Performance**

1. The online teacher is a thoughtful and responsive communicator.
2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).
3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.
4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

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

**Performance**

1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
3. The online teacher designs and develops subject-specific online content.
4. The online teacher uses multiple forms of media to design course content.
5. The online teacher designs course content to facilitate interaction and discussion.
6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

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

**Performance**

1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

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

**Knowledge**

1. The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).
2. The online teacher knows how educational standards and curriculum align with 21<sup>st</sup> century skills.

**Performance**

1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).
2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.
3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

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

### Idaho Standards for Physical Education Teachers

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 Physical Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.***

#### **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).

#### **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).

***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.

***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.***

**Performance**

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

***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.***

**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.

**Performance**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

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. .

***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 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).

**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.

***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.

**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.

***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.

*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.*

*Standard 11: Safety - The teacher provides for a safe physical education 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.

**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.

### Pre-Service Technology Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards as well as the pre-service technology standards. Each candidate shall also meet the Foundation and Enhancement 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 pre-service technology standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards and competencies. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 competencies. These competencies reflect the principles of Universal Design related to technology. (Universal design is defined as: the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design)

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view 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 in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards (NETS)•for 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, types of and uses of technology and creates learning experiences that make technology meaningful for learners.***

#### **Knowledge**

1. Awareness of use types and usage of technology tools (i.e. 21st Century Skills; hardware; software; web-based; mobile technology).
2. Pre-service teachers understand the central concepts of technology and current standards for best practice in preparing students for the global community of the future.
- ¶3. Pre-service teachers understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development.
4. Promoting designs that engage all students of all abilities is sometimes referred to as promoting “Universal Design”.
5. Pre-service teachers understand how students differ in their approaches to learning and how to adapt for learners with diverse needs.
6. Pre-service teachers understand how students use collaborative tools to reflect on and clarify their

own thinking, planning, and creativity.

7. Pre-service teachers understand the legal and ethical use of digital information and technology, including digital etiquette and responsible social interactions.
8. Pre-service teachers understand how to use and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
9. Pre-service teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community.
10. Pre-service teachers understand the importance of reflective practice.
11. Pre-service teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
12. Pre-service teachers understand how technology supports cultural diversity and collaboration.

*Target: Knowledge competency test through a basic skills test (i.e. Cbest or PPST I for Technology Basic Competency Skills)*

#### **Performance**

1. All performance indicators included with individual standards.

Note: These links provide some examples of artifacts collected in current intro to edtech and teacher pre-service programs. However, they do not necessarily demonstrate the level of exposure and knowledge we would expect of future teachers.

1. <https://sites.google.com/a/boisestate.edu/barbara-schroeder/Home>
2. <http://lesson.taskstream.com/lessonbuilder/v.asp?LID=uffph8erc0hfzozu>
3. <https://sites.google.com/a/u.boisestate.edu/browning-portfolio/home>
4. <https://sites.google.com/a/u.boisestate.edu/sylvia-portfolio/>

***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. Pre-service teachers customize and personalize learning activities with technology that include accessible instructional materials and technologies to support the learning styles, work strategies, abilities, and developmental levels of all students.

#### **Suggested Artifact(s)**

- Lesson plan or unit development
- *Target: Practicum where lesson/unit is implemented and evaluated.*

***Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that support their intellectual, social and personal development.***

**Performance**

1. Pre-service teachers create digital-age media and formats ensuring equal access for people of all capabilities.
2. Pre-service teachers address the diverse needs of all students by using learner-centered strategies and providing equitable access to appropriate digital tools and resources including hardware, accessible instructional materials, and online resources.

**Suggested Artifact(s)**

- Development of digital materials using principles of Universal Design for Learning.
- Demonstration of knowledge through product development.
- “Accessibility Features on My Computer” discussion forum.
- Virtual practicum demonstrating learner-centered strategies (i.e., Second Life).
- Assistive Technology blog post.
- Accessibility resource list.
- *Target: Practicum where lesson/unit is implemented and evaluated.*

***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.***

1. Pre-service teachers model and facilitate effective use of current and emerging digital tools, to locate, analyze, evaluate, and use information resources which will aid in the dissemination of content and support individual learning strategies.
2. Pre-service teachers promote student learning and creativity by creating learning experiences that include students’ use of technology tools to research and collect information online and to create a report, presentation, or other products.
3. Pre-service teachers use technology to promote student reflection to clarify their own critical thinking, planning, and creativity.
4. Pre-service teachers understand and use a variety of instructional strategies and communication techniques to develop students' critical thinking, problem solving, and performance skills.

**Suggested Artifact(s)**

- Web site or Internet WebQuest.
- *Target: Practicum where lesson/unit is implemented and evaluated.*

**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 in a digital age.**

**Performance**

1. Pre-service selects and demonstrates the use of technology resources that enables students to explore questions and issues of individual interest and to plan, manage, and assess their own learning.
2. Pre-service teachers develop technology enriched learning that enables all students to pursue their individual curiosities and become active participants in learning.
3. Pre-service teachers engage students in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.

**Suggested Artifact(s)**

- Create a WebQuest
- *Target: Pre-service collects and shares student created artifacts that demonstrate learning with technology using individual initiative and interest.*

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

**Performance**

1. Pre-service teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media (i.e. asynchronous and synchronous tools).
2. Pre-service teachers promote and model digital etiquette and responsible social interactions.

**Suggested Artifact(s)**

- Web site or web page communicating information about their lesson or course.
- Email communications.
- Online communications using digital tools like Web conferencing, chat or Skype.

- Letter to parents created using word processing technology.
- Set of rules developed through consensus using digital collaboration tools.
- Demonstrated participation in a social work (i.e., join a network, participate, take a screenshot of participation and share).
- *Target: Evidence of asynchronous and synchronous communications with peers, parents and students.*

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

#### **Performance**

1. Pre-service teachers plan and prepare instruction utilizing a variety of technology tools.
2. Pre-service teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

#### **Suggested Artifact(s)**

- Sample lesson plan that demonstrates how technology can be integrated into content area instruction (see *Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators*, 2008 - Chapter 11, Guiding Pre-service Teachers in TPCK).
- Demonstrated use of emerging or innovative technology for learning.
- Research emerging (not widely available) technology and analyze its potential impact on and implementation in the classroom.
- *Target: Practicum where lesson/unit integrating technology into instruction is implemented, observed (live or digitally recorded) and evaluated.*

**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. Pre-service teachers assess student's use of technology.
2. Pre-service teachers use technology to formally and informally assess student learning (i.e. polling, proctored test, ISAT).

3. Pre-service teachers use technology to gather and interpret assessment data to inform teaching practice and program effectiveness.

**Suggested Artifact(s)**

- Sample of student work assessed by candidate (i.e., Rubric created with Rubistar (or other electronic rubric creation tool).
- Electronic quiz.
- Poll created in Web Conferencing tool.
- Poll conducted using clickers.
- Electronic gradebook (spreadsheet), run basic statistics, interpretation of the data.
- *Target: Pretest, lesson, post-test, analysis, interpretation, and lesson revision based on data.*

***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, including the ethical, legal and responsible use of technology.***

**Performance**

1. Pre-service teachers evaluate and reflect on current technology for learning research and professional practice to inform teaching practice.
2. Pre-service teachers promote the effective use of digital tools and resources.
3. Pre-service teachers promote and model digital citizenship and responsibility (i.e., digital literacy, information literacy, copyright, privacy, legal)
4. Pre-service teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, analysis, creativity, and innovation in both face-to-face and virtual environments.
5. Pre-service teachers advocate and teach safe, legal, and ethical use of digital information and technology modeling acceptable use policies including respect for copyright, intellectual property, the appropriate documentation of sources, and strategies for addressing threats to security of technology systems, data, and information.

**Suggested Artifact(s)**

- Join a network devoted to technology using teachers like classroom 2.0
- Be an active member of a professional learning network
- Offer an Internet Ethics Resource for community members

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

- Write a letter convincing the school board to remove blocks from Internet usage at your school
- Role play scenario for social networking arguing for and against advantages/disadvantages
- View a school's acceptable use policy - demonstrate understanding
- *Target: Practicum where lesson/unit is implemented and evaluated*

***Standard 10: Community and Partnerships - The teacher interacts in an innovative professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Models digital-age work and exhibits knowledge, skills, and abilities that are representative of a global and digital society.***

**Performance**

1. Pre-service teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation by sharing information and supporting creativity, innovation, and improved learning outcomes.
2. Pre-service teachers *promote opportunities for students of all capabilities* to engage with other students, colleagues, and community members in either face-to-face or virtual environments (i.e., collaborative knowledge construction, participatory culture).
3. Pre-service teachers participate in and use local and global learning communities to explore creative applications of technology to improve student learning.
4. Pre-service teachers provide opportunities for students to apply communications technology resources to interact with students or experts from other communities and other countries.

**Suggested Artifact(s)**

- Be an active member of a professional learning network
- Create own network for learning or join with other classrooms (i.e. epal; iearn; globalschool.net; jason project; go north; NASA)
- Develop lesson that uses one of the social networks
- Use web conferencing to view a class using technology in action; create a list of items you want to integrate into teaching; reflect and incorporate practices learned into teaching
- Offer an Internet Ethics Resource for community members
- *Target: Practicum where lesson/unit integrating community and partnership is implemented and evaluated*

**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 Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally-certified teachers must meet these foundation standards for Professional-Technical teachers.

The following knowledge and performance statements for the professional-technical teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 content area(s) taught, and creates learning experiences that make these aspects of subject matter meaningful for learners.***

**Knowledge**

1. The teacher understands 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 understands industry logistics, technical terminologies, and procedures for the occupational area.
4. The teacher understands industry trends and labor market needs.
5. The teacher understands workplace leadership models.
6. The teacher understands the philosophical principles and the practices of professional-technical education.
7. The teacher understands the importance of student leadership qualities in technical program areas.

**Performance**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

1. The teacher maintains current technical skills and seeks continual improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.
3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.
4. The teacher incorporates and promotes leadership skills in state-approved 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 facilitates 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 understands the entry-level skills in the occupation.
2. The teacher understands workplace culture and ethics.
3. The teacher understands how to provide students with realistic occupational and/or work 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 understands how to integrate academic skills into technical content areas.
7. The teacher understands the role of innovation and entrepreneurship in the workplace.
8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

**Performance**

1. The teacher models 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 and/or authentic occupational applications of course content.
5. The teacher uses experts 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 and that aligns with articulation requirements and course competencies.
7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.
8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

*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 and PTSOs across secondary and postsecondary technical curricula.
2. The teacher knows how to identify community and industry expectations and access resources.

**Performance**

1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.
2. The teacher designs instruction 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.
3. The teacher understands how evaluation connects to instruction.

**Performance**

1. The teacher writes and evaluates occupational goals, objectives, and competencies.
2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.
3. 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 continually engaged in purposeful mastery of the art and science of teaching.*

**Knowledge**

1. The teacher understands the value and impact of having a professional development plan.
2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

**Performance**

1. The teacher collaborates with an administrator to create a professional development plan.
2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

*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**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

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 cooperatively develop articulation agreements between secondary and postsecondary programs.
6. The teacher understands the structure of state-approved PTSOs.
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 cooperatively constructs articulation agreements.
6. The teacher incorporates an active state-approved PTSO in his or her program.
7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

***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 understands 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.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

5. The teacher understands safety requirements necessary to conduct laboratory and field activities.
6. The teacher understands time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.
8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

**Performance**

1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.
3. The teacher demonstrates effective management skills in the classroom and laboratory environments.
4. The teacher models and reinforces effective work and safety habits.
5. The teacher incorporates PTSOs as intra-curricular learning experiences.

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

**Knowledge**

1. The teacher understands workplace employability skills and related issues.
2. The teacher understands the issues of balancing work and personal responsibilities.
3. The teacher understands how to promote career awareness.

**Performance**

1. The teacher designs instruction that addresses employability skills and related workplace issues.
2. The teacher discusses how to balance demands between work and personal responsibilities.
3. The teacher provides opportunities for career awareness and exploration.

**Idaho Standards for Agricultural Science and Technology Teachers**

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the agricultural science and technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 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 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. Agriculture product processing
  - d. Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)
  - e. Agricultural business planning and analysis
  - f. Natural resource management
  - g. Environmental science
  - h. Forestry
  - i. Small animal production and care
5. The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

6. The teacher understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.
7. The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g. extended contract, state reporting procedures, FFA, and SAE).

**Performance**

1. The teacher applies natural and physical science principles to practical solutions.
2. The teacher discusses production agriculture.
3. The teacher discusses and demonstrates, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.
4. The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.
5. The teacher organizes and implements supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.
6. The teacher observes administrative duties related to being a secondary agriculture teacher (e.g. extended contract, state reporting procedures, FFA, and SAE).

***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 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.*

*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.*

¶

**Idaho Standards for Business Technology Teachers**

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the business technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.*

**Knowledge**

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.
2. The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.
3. The teacher possesses knowledge of appropriate technology.
4. The teacher understands how to advise, oversee and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.

**Performance**

1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example, in accounting, business technology and office procedures.
2. The teacher effectively delivers business and business technology content at the junior high, middle school, and/or secondary levels.
3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.
4. The teacher integrates BPA through intracurricular approaches in the business program of study.

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

*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 upon knowledge of subject matter, students, the community, and curriculum goals.*

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

*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.*

**Idaho Standards for Family and Consumer Sciences Teachers**

In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the family and consumer sciences teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.*

**Knowledge**

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.
2. Teacher understands the impact of families' multiple roles within the home, workplace and community.
3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.
7. The teacher understands the design, selection, and care of textiles and apparel products.
8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
10. The teacher understands resource conservation and environmental issues in relation to family and community health.
11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.
12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.
13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

**Performance**

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.
2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.
3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.
4. The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community.
5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.
9. The teacher demonstrates the design, selection, and care of textiles and apparel products.
10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.
11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

12. The teacher integrates resource conservation and environmental issues in relation to family and community health.
13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.
14. The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

***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 students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

**Performance**

1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

***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.***

**Knowledge**

1. The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

**Performance**

1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, 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.*

**Knowledge**

1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.
2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

**Performance**

1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students 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 program effectiveness.*

**Knowledge**

1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

**Performance**

1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to 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 understands how to research and select relevant professional development aligned to curriculum and industry standards.

**Performance**

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

*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.*

**Idaho Standards for Marketing Technology Teachers**

In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the marketing technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.*

**Knowledge**

1. The teacher possesses a foundational level of knowledge about a broad range of business subjects for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.
2. The teacher possesses knowledge in areas related to marketing, for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.
3. The teacher possesses knowledge of appropriate technology.
4. The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intra-curricular role in marketing education.

**Performance**

1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.
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.

4. The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.

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

*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 upon knowledge of subject matter, students, the community, and curriculum goals.*

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

*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.*

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

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

**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.

The following knowledge and performance statements for the technology education teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 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; computer systems; and other relevant emerging technologies.
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 engineering design, technology and the associated mathematics and science concepts.
4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.
5. The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.
6. The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

**Performance**

1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing;

power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.

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.
4. The teacher demonstrates the various phases of the engineering design process.
5. The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

***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 upon knowledge of subject matter, students, the community, and curriculum goals.***

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

***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.***

**Idaho Foundation Standards for Science Teachers**

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). 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 Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view 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 knows the history and nature of science and scientific theories.
2. The teacher understands the science content within the context of the Idaho Science Content Standards within their appropriate certification.
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: investigate scientific phenomena, interpret findings, and communicate results.
7. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.

8. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

**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 results.
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.

***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 and misconceptions about science and how they affect student learning.

**Performance**

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

***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 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.
4. The teacher understands how to use research based best practices to engage students in learning science.

**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.

***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 in 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.

**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.

***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 - 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.***

**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.

**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.

***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.***

***Standard 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 is aware of available resources and standard protocol for proper disposal 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).

**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.

***Standard 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.

**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.

**Idaho Standards for Biology Teachers**

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. 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 Biology Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 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 how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.
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.

**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, and burning fossil fuels).
12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

***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 - 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 in the classroom.*

*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.*

### Idaho Standards for Chemistry Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. 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 Chemistry Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.
3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.
5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS
6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).
7. The teacher can identify and quantify changes in energy and structure.
8. The teacher understands the historical development of atomic and molecular theory.
9. The teacher knows basic chemical synthesis to create new molecules from prec? Molecules

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.
11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.
12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.
13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).
14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.
15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.
16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

**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 models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).
3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.
4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.
5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.
6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.
7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.
8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.
9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.
10. The teacher helps the student understand stoichiometry and develop quantitative relationships in

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

chemistry.

11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.
12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.
13. The teacher helps the student understand the quantitative behavior of gases.
14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.
15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.
16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.
17. The teacher helps the student understand and predict the properties and reactions of acids and bases.
18. The teacher helps the student understand chemical equilibrium in solutions.
19. The teacher helps the student understand and use chemical kinetics.
20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.
21. The teacher helps the student learn the basic organizing principles of organic chemistry.
22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.
23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.
24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.
25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.
26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.
27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

***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 - 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 - 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 in the classroom.*

*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.*

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

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. 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 earth and space science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 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 theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift.
4. The teacher understands the sun, moon and earth system and the resulting 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 processes of weathering, erosion, 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 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.

**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.

***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 - 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 in the classroom.*

*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.*

**Idaho Standards for Natural Science Teachers**

Teachers with natural science endorsements must meet all of the following standards:

1. *Idaho Core Teacher Standards*
2. *Idaho Foundation Standards for Science Teachers AND*
3. *Idaho Standards for Biology Teachers OR*
4. *Idaho Standards for Earth and Space Science Teachers OR*
5. *Idaho Standards for Chemistry Teachers OR*
6. *Idaho Standards for Physics Teachers*

**Idaho Standards for Physical Science Teachers**

Teachers with physical science endorsements must meet all of the following standards:

1. *Idaho Core Teacher Standards*
  
2. *Idaho Foundation Standards for Science Teachers AND*
  
3. *Idaho Standards for Chemistry Teachers OR*
  
4. *Idaho Standards for Physics Teachers*

**Idaho Standards for Physics Teachers**

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. 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 physics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 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 classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.
3. The teacher knows how to apply appropriate mathematical and problem solving principles including 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, research, and applications.
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 historical development of models used to explain physical phenomena.

**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.

***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 and uses a variety of instructional strategies to develop student learning.***

***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 in the classroom.***

***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.***

**Idaho Foundation Standards for Social Studies Teachers**

Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. 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 Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, 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, social movements, economic systems, and other factors have on civilizations.
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 geography affects relationships between people, and environments over time.
7. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

**Performance**

1. The teacher demonstrates chronological historical thinking.
2. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalities, and interrelationships.
3. The teacher integrates knowledge from the social studies in order to prepare students to live in a world with limited resources, 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, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

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

**Knowledge**

1. The teacher understands the influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of student environment on student learning.

**Performance**

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

***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 in the classroom.*

*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.*

**Idaho Standards for Economics Teachers**

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. 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 Economics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, supply and demand credit/debt, market incentives, interest rate, and imports/exports).
2. The teacher understands the functions of money.
3. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).
4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, 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 and entrepreneurship.
7. The teacher understands fiscal and monetary policy.

**Performance**

1. The teacher demonstrates comprehension and analysis of economic principles and concepts.
2. The teacher engages students in the application of economic concepts in their roles as consumers, producers, and workers.
3. The teacher uses graphs, models, and equations to illustrate economic concepts.

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

*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 in the classroom.*

*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.*

**Idaho Standards for Geography Teachers**

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. 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 Geography teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 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 globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

**Performance**

1. The teacher uses past and present events to interpret political, physical, and cultural patterns.

2. The teacher relates the earth's dynamic physical systems and its 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, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

***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 in the classroom.***

***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.***

**Idaho Standards for Government and Civics Teachers**

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. 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 government and civics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 relationships between civic life, politics, and government.
2. The teacher understands the foundations of government and constitutional principles of the United States political system.
3. The teacher understands the organization of local, state, federal, and tribal governments, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.
4. The teacher understands the importance of international relations (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 public policy in shaping the United States political system.
6. The teacher understands the civic responsibilities and rights of all individuals in the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).
7. The teacher understands the characteristics of effective leadership.

**Performance**

1. The teacher promotes student engagement in civic life, politics, and government.
2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.
3. The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.
4. The teacher integrates global perspectives into the study of civics and government.

*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 in the classroom.*

*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*

**Idaho Standards for History Teachers**

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. 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 history teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 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 compromises and 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.
7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents,

artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

**Performance**

1. The teacher makes connections between political, social, cultural, and economic themes and concepts.
2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the 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.
5. The teacher demonstrates an ability to research, analyze, and interpret history.

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

*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 in the classroom.*

*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.*

**Idaho Standards for Social Studies Teachers**

*Teachers with a social studies endorsement must meet the following Idaho Standards:*

*1. Idaho Core Teacher Standards AND*

*2. Foundation Social Studies Standards AND*

*3. History Standards OR*

*4. Government and Civics Standards OR*

*5. Economics Standards OR*

*6. Geography Standards*

### Idaho Standards for Exceptional Child Generalists

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).

In addition to the standards listed here, exceptional child teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following knowledge and performance statements for the Generalist Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

***Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.***

#### **Knowledge**

1. The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.
2. The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
3. The teacher understands how exceptionalities can interact with development and learning.

#### **Performance**

1. The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.
2. The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual’s academic and social abilities, attitudes, values, interests, and career and post-secondary options.

***Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.***

**Knowledge**

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
2. The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
3. The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
4. The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g. positive behavioral supports, functional behavioral assessment and behavior plans).

**Performance**

1. The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.
2. The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.
3. The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.
4. The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

***Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.***

**Knowledge**

1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

**Performance**

1. The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.
2. The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.
3. The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

***Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions***

**Knowledge**

1. The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.
2. The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.
3. In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.
4. The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
5. The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.
6. The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).
7. The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

**Performance**

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

1. The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.
2. The teacher gathers background information regarding academic, medical, and social history.
3. The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.
4. The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.
5. 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.

***Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.***

**Knowledge**

1. The teacher knows how to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.
3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.
5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.
7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.

9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

**Performance**

1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.
2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.
3. The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.
4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.
5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.
6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

***Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.***

**Knowledge**

1. The teacher understands how foundational knowledge and current issues influence professional practice.
2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.
4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.
5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

**Performance**

1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
2. The teacher provides guidance and direction to paraeducators, tutors, and volunteers.
3. The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.
4. The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

*Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.*

**Knowledge**

1. The teacher understands the theory and elements of effective collaboration.
2. The teacher understands how to serve as a collaborative resource to colleagues.
3. The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
4. The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
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 about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

**Performance**

1. The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
2. The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.
3. The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

**Idaho Standards for Teachers of the Blind and Visually Impaired**

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).

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Blind and Visually Impaired are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

*\* 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 knows the historical foundations for the education of children with visual impairments, including the array of service options.
2. The teacher knows the effects of medications on the visual system.

***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 need for students to establish proper posture, communication, self-

esteem, and social skills.

2. The teacher knows the effects of a visual impairment on the student's family and the reciprocal impact on the student's self-esteem.
3. The teacher understands the variations in functional capabilities and the diverse implications that various eye diseases have on growth and development.

### **Performance**

1. The teacher provides students with a means to independently access and re-create materials readily available to the sighted world.
2. The teacher prepares students who have visual impairments to respond to societal attitudes and actions with positive behavior, self-advocacy, and a sense of humor.
3. The teacher designs instructional experiences contingent on student and familial stages of acceptance of the visual impairment.
4. The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.

***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 knows the effects of a visual impairment on language and communication.
2. The teacher knows the impact of visual disorders on learning and experience.
3. The teacher knows methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments (e.g., Braille reading and writing, handwriting for students with low vision and signature writing for blind students, listening and compensatory auditory skills, typing and keyboarding skills, unique technology for individuals with visual impairments, and use of alternatives to nonverbal communication).
4. The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, cognitive, spatial concept, and psychosocial development.
5. The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.
6. The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments in a variety of environments.

7. The teacher knows techniques for modifying instructional methods and materials for students with visual impairments and for assisting classroom teachers in implementing these modifications.
8. The teacher knows methods to acquire special academic skills, including the use of an abacus; the use of a talking calendar; tactile graphics (including maps, charts, tables, etc.); and adapted science equipment.

**Performance**

1. The teacher teaches, writes, and reads Grade 2 literary Braille and Nemeth codes when necessary (e.g., music, computer, and Braille).
2. The teacher secures specialized materials and equipment in a timely manner.
3. The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.
4. The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation information to comprehensively design strategies as part of an IEP.

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

**Knowledge**

1. The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of auditory, tactual, and communication skills for the visually impaired.
2. The teacher knows how to assist the student in developing visual, auditory, and tactile efficiency as well as pre-cane mobility skills.
3. The teacher knows how to assist the student in developing alternative organizational and study skills.
4. The teacher knows methods for providing adapted physical and recreation skills for individuals who have visual impairments.
5. The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with visual impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping personal records, time management, banking, emergency procedures, etc.).
6. The teacher knows strategies for developing transition plans and career awareness and provides vocational counseling for students who have visual impairments.

**Performance**

1. The teacher designs, sequences, implements, and evaluates modifications for daily living skills, which provide for independence.

2. The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.
3. The teacher integrates knowledge of the visual impairment and developmental progression when designing and implementing communication and social skills instruction.

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

***Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.***

***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 knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment.
2. The teacher understands the educational implications of federal entitlements and funding, and how this relates to the provision of specialized materials and equipment.
3. The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.
4. The teacher knows specialized policies regarding referral and placement procedures for students with visual impairments.

***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 knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.
2. The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment.

**Performance**

1. The teacher conducts alternative as well as functional evaluations of visual, literacy, pre-cane mobility, and educational performance.
2. The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP development.

*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.*

**Knowledge**

1. The teacher knows strategies for assisting parents/guardians and other professionals in planning appropriate transitions for students who have visual impairments.
2. The teacher knows the roles of paraprofessionals who work directly with students who have visual impairments (e.g., sighted readers, transcribers, aides, etc.) or who provide special materials to them.
3. The teacher knows teacher attitudes, expectations, and behaviors that affect the behaviors of students with visual impairments.

**Idaho Standards for Special Education Teachers of Students  
Who Are Deaf and/or Hard of Hearing**

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).

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Deaf and hard of hearing are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 theories, history, philosophies, and models that provide the basis for education of the deaf and/or hard of hearing.
2. The teacher knows the various educational placement options that are consistent with program philosophy and how they impact a deaf and/or hard of hearing student’s cultural identity and linguistic, academic, social, and emotional development.
3. The teacher understands the complex facets regarding issues related to deaf and/or hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

**Performance**

1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf and/or hard of hearing.
2. The teacher communicates the benefits, strengths, and constraints of educating the deaf and/or hard of hearing (e.g., cochlear implants, hearing aids, other amplification usage, sign language systems, use of

technologies, and communication modalities).

***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 etiology, age of onset, and degree of hearing loss impact a student's language development and ability to learn.
2. The teacher understands that being deaf and/or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.
3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf and/or hard of hearing students so they achieve age appropriate levels of literacy.

**Performance**

1. The teacher identifies levels of language and literacy development and designs lessons that are appropriate.

***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 how hearing loss may impact student development (i.e., sensory, cognitive, communication, physical, behavioral, social, and emotional).
2. The teacher knows the characteristics and impacts of hearing loss, and the subsequent need for alternative modes of communication and/or instructional strategies.
3. The teacher understands the need for accommodation for English language learning for students whose native language is American Sign Language (ASL).
4. The teacher understands that an IEP for deaf/hard of hearing students should consider the following: communication needs and the student and family's preferred mode of communication; linguistic needs; severity of hearing loss and potential for using residual hearing; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication (i.e., Federal Policy Guidance, October 30, 1993).

**Performance**

1. The teacher uses information concerning hearing loss (i.e., sensory, cognitive, communication, linguistic needs); severity of hearing loss; potential for using residual hearing; academic level; social, emotional, and cultural needs; and opportunities for adapting instruction and peer interactions and communication.

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

**Knowledge**

1. The teacher knows how to enhance instruction through the use of visual materials and experiential activities to increase outcomes for students who are deaf and/or hard of hearing.

**Performance**

1. The teacher develops and implements best practices and strategies in relation to the degree of hearing loss to support the needs of the whole child.

***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 unique social and emotional needs of students who are deaf and/or hard of hearing and knows strategies to facilitate the development of healthy self-esteem.
2. The teacher understands that deaf cultural factors, communication challenges, and family influences impact classroom management of students.
3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

**Performance**

1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory learning.
2. The teacher plans and implements instruction for students who are deaf and/or hard of hearing and have multiple disabilities.
3. The teacher prepares students for the appropriate use of interpreters.

***Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.***

**Knowledge**

1. The teacher understands the role of the interpreter and the use and maintenance of assistive devices.

2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

### **Performance**

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf and/or hard of hearing (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).
2. The teacher maintains a learning environment that facilitates the services of the interpreter, note taker, and other support personnel, and other accommodations.
3. The teacher enables students to use support personnel and assistive technology.

***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.***

### **Knowledge**

1. The teacher knows specialized terminology used in the assessment of students who are deaf and/or hard of hearing.
2. The teacher knows the appropriate accommodations for the particular degree of hearing loss
3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students (e.g., interpreters and special tests).

### **Performance**

1. The teacher participates in the design of appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf and/or hard of hearing.
2. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf and/or hard of hearing as a function of appropriate academic assessment.

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

*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 roles and responsibilities of teachers and support personnel in educational practice for deaf and/or hard of hearing students (e.g., educational interpreters, class teachers, transliterators, tutors, note takers, and audiologist).
2. The teacher knows resources available to help parents/guardians deal with concerns regarding educational options and communication modes/philosophies for deaf/hard of hearing children.
3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication with students who are deaf and/or hard of hearing students.
4. The teacher knows the services provided by individuals and by governmental and non-governmental agencies in the ongoing management of students who are deaf and/or hard of hearing.

**Performance**

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliterators) to meet the communication needs of students who are deaf and/or hard of hearing.

### Teacher Leader Standards

The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all-encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a 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: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.***

**Knowledge: The teacher leader demonstrates knowledge of:**

1. The differences in knowledge acquisition and transfer for children and adults.
2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development.
3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.
4. Effective listening, oral communication, presentation skills, and expression in written communication.
5. Research and exemplary practice on "organizational change and innovation".
6. The process of development of group goals and objectives.

**Performance: The teacher leader:**

1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning.
2. Improves colleagues' acquisition and application of knowledge and skills.
3. Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.

4. Uses effective communication skills and processes.
5. Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process.
6. Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.

***Standard 2: Accessing and Using Research to Improve Practice and Student Achievement -***

***The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.***

**Knowledge: The teacher leader demonstrates knowledge of:**

1. Action research methodology.
2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.
3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes.

**Performance: The teacher leader:**

1. Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes.
2. Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability.
3. Assists with application and supports dissemination of action research findings to improve educational outcomes.

***Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.***

**Knowledge: The teacher leader demonstrates knowledge of:**

1. The standards of high quality professional development and their relevance to improved learning.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

2. Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.
3. The role of 21st century skills and technologies in educational practice.
4. The role of shifting cultural demographics in educational practice.

**Performance: The teacher leader:**

1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.
2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.
3. Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.
4. Continually assesses the effectiveness of professional development activities and adjusts appropriately.

*Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.*

**Knowledge: The teacher leader demonstrates knowledge of:**

1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.
2. The Framework for Teaching, effective observation and strategies for providing instructional feedback.
3. Role and use of critical reflection in improving professional practice.

**Performance: The teacher leader:**

1. Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.
2. Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.
3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.

4. Develops, leads and promotes a culture of self-reflection and reflective dialogue.

***Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.***

**Knowledge: The teacher leader demonstrates knowledge of:**

1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes.
2. Use of formative and summative data to inform the continuous improvement process.
3. Analysis and interpretation of data from multiple sources.

**Performance: The teacher leader:**

1. Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement.
2. Models use of formative and summative data to inform the continuous improvement process.
3. Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other).

***Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.***

**Knowledge: The teacher leader demonstrates knowledge of:**

1. Child development and conditions in the home, culture and community and their influence on educational processes.
2. Contextual considerations of the family, school, and community and their interaction with educational processes.
3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture.

**Performance: The teacher leader:**

1. Develops colleagues' abilities to form effective relationships with families and other stakeholders.
2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools.
3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process.

*Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.*

**Knowledge: The teacher leader demonstrates knowledge of:**

1. Effective identification and interpretation of data, research findings, and exemplary practices.
2. Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.
3. Local, state and national policy decisions and their influence on instruction.
4. The process to impact policy and to advocate on behalf of students and the community.

**Performance: The teacher leader:**

1. Identifies and evaluates needs and opportunities.
2. Generates ideas to effectively address solutions/needs.
3. Analyzes feasibility of potential solutions and relevant policy context.
4. Advocates effectively and responsibly to relevant audiences for realization of opportunities.

### Idaho Standards for Teacher Librarians

In addition to the standards listed here, teacher librarians must meet Idaho Core Teacher Standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences.

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.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher librarian. The teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.

In the rapidly evolving library landscape, teacher librarians promote and provide information literacy expertise in collaboration with the school community.

The management of a school library requires a special set of skills above and beyond those of a classroom teacher. Collection development and management, cataloging and resource sharing, technology use and maintenance, budgeting, ethical and effective information management, supervision of staff and volunteers, and providing ongoing professional development for staff are just some of the unique expectations for teacher librarians.

This document utilizes language and ideas adapted from the *Idaho Standards for Library Science Teachers* (2007) and the *ALA/AASL Standards for Initial Preparation of School Librarians* (2010).

***Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

#### **Knowledge**

1. The teacher librarian is an effective teacher with knowledge of learners and learning.
2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.
3. The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.

#### **Performance**

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12

students and their communities.

2. The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.
3. The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.
4. The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.

***Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.***

**Knowledge**

1. The teacher librarian is aware of and respects the diverse cultures within the entire learning community.
2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.
3. The teacher librarian recognizes the importance of culturally significant learning experiences.

**Performance**

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.
2. The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

***Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***

**Knowledge**

1. The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.
2. The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

**Performance**

1. The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.
2. The teacher librarian supports flexible, open access for library services.
3. The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.
4. The teacher librarian facilitates access to information in a variety of formats.
5. The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.
6. The teacher librarian provides a respectful, positive, and safe climate.
7. The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.
8. The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

***Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***

**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 is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.
4. The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.
5. The teacher librarian understands the process of information retrieval and resource sharing.
6. The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

7. The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.
8. The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

**Performance**

1. The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.
2. The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).
3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.
4. The teacher librarian catalogs and classifies library materials using professional library standards.
5. The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.
6. The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.
7. The teacher librarian administers and trains staff to ensure an effective school library program.
8. The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.
9. The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.
10. The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

*Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

**Knowledge**

1. The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.

2. The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

**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 models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.
3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.
4. The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.
5. The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

*Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Knowledge**

1. The teacher librarian understands many methods of assessing the library program.
2. The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

**Performance**

1. The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.
2. The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.
3. The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

*Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

**Knowledge**

1. 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.
2. The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.
3. The teacher librarian acknowledges the importance of participating in curriculum development.

**Performance**

1. The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.
2. The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.
3. The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.
4. 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.
5. The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.
6. The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.
7. The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

*Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**Knowledge**

1. The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.

2. The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

**Performance**

1. The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.
2. The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.
3. The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.
4. The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.
5. The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.
6. The teacher librarian employs strategies to integrate multiple literacies with content curriculum.
7. The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.
8. The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.
9. The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.

***Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***

**Knowledge**

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
2. The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.
3. The teacher librarian understands confidentiality issues related to library records.
4. The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

**Performance**

1. The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.
2. The teacher librarian educates the school community on the ethical use of information and ideas.
3. The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.
4. The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.
5. The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

*Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Knowledge**

1. The teacher librarian understands various communication and public relations strategies.
2. The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.
3. The teacher librarian recognizes the value of sharing expertise with others in the field.

**Performance**

1. The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.
2. The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.
3. The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.
4. The teacher librarian advocates for the school library program and the library profession.
5. The teacher librarian participates in decision-making groups to continually improve library services.
6. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

information skills, provide access to resources, and promote effective use of technology across the curriculum.

7. The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.
8. The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.
9. The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.
10. The teacher librarian advocates for school library and information programs, resources, and services.
11. The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.

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

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 Visual and Performing Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.***

**Knowledge**

1. The teacher understands the history and foundation of arts education.
2. The teacher understands the processes and content of the arts discipline being taught.
3. The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.
4. The teacher understands how to interpret, critique, and assess the arts discipline being taught.
5. The teacher understands the cultural and historical contexts surrounding works of art.
6. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.
7. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).
8. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students’ personal and/or career interests.

## **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 helps students identify relationships between the arts and a comprehensive curriculum.
5. The teacher provides instruction to make a broad range of art genres and relevant to students.
6. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.
7. The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

*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 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 in the classroom.*

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

## **Knowledge**

1. The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.

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

**Performance**

1. The teacher incorporates state standards for the arts discipline in his or her instructional planning.
2. 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.

*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 assessment strategies specific to the creative process.
2. The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.
3. The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, performance/presentation).

**Performance**

1. The teacher assesses students' learning and creative processes as well as finished products.
2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.
3. The teacher provides a variety of arts assessments to evaluate student performance.

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

**Knowledge**

1. The teacher understands the importance of continued professional growth in his or her discipline.

**Performance**

1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

*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 appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
2. The teacher understands the unique relationships between the arts and their audiences.

**Performance**

1. The teacher promotes the arts for the enhancement of the school and the community.
2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

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

**Knowledge**

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.
2. The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

**Performance**

1. The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.
3. The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.

**Idaho Standards for Drama Teachers**

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 Drama Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 knows the history of theater as a form of entertainment and as a societal influence.
2. The teacher knows the basic theories and processes of play writing.
3. The teacher understands the history and process of acting and its various styles.
4. The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).
5. The teacher understands the theory and process of directing theater.

**Performance**

1. The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright’s intent.
2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.
3. The teacher demonstrates proficiency in all aspects of technical theatre.

4. The teacher is able to direct shows for public performance.

*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 in the classroom.*

*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 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.*

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

#### **Knowledge**

1. The teacher understands how to safely operate and maintain the theatre facility.

2. The teacher understands how to safely operate and maintain technical theatre equipment.
3. The teacher understands OSHA and State Safety standards specific to the discipline.
4. The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

**Performance**

1. The teacher can safely operate and maintain the theatre facility.
2. The teacher can safely operate and maintain technical theatre equipment.
3. The teacher employs OSHA and State Safety standards specific to the discipline.
4. The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

**Idaho Standards for Music Teachers**

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 Music Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 candidates view 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 has been written by a committee of content experts and 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: The teacher understands and knows how to teach:**

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

**Performance: The teacher is able to demonstrate and teaches:**

1. Singing, alone and with others, a varied repertoire of music.

2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

***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 in the classroom.***

***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 and knows how to design a variety of musical learning opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education.

**Performance**

1. The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education

*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.*

**Idaho Standards for Visual Arts Teachers**

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 Visual Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that are 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 candidates view 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 a variety of media, styles, and techniques in multiple art forms.
2. The teacher has knowledge of individual artists’ styles and understands the historical movements and cultural contexts of those works.
3. The teacher understands the elements and principles of art and how they relate to quality in works of art.
4. The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.
5. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist’s statement.
6. The teacher understands the value of visual art as an expression of our culture and possible career choices.

**Performance**

1. The teacher applies a variety of media, styles, and techniques in multiple art forms.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

2. The teacher instructs students in individual artist styles and understands historical movements and cultural context of the those work
3. The teacher applies the elements and principles of art and how they relate to quality in works of art.
4. The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum
5. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.
6. The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.
7. The teacher makes reasoned and insightful selections of works of art to support teaching goals.
8. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.
9. The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

***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 in the classroom.***

***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.***

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

*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.*

**Idaho Standards for World Languages Teachers**

All teacher candidates are expected to meet or exceed the Idaho Core Teacher Standards and the standards specific to their discipline area(s). 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 World Languages Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that assures attainment of the standards and is consistent with its conceptual framework.

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 disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.***

**Knowledge**

1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.
2. The teacher knows the target culture(s) in which the language is used.
3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.
4. The teacher knows the history, arts, and literature of the target culture(s).
5. The teacher knows the current social, political, and economic realities of the countries related to the target language.
6. The teacher understands how the U.S. culture perceives the target language and culture(s).
7. The teacher understands how the U.S. is perceived by the target language culture(s).
8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

**Performance**

1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.
2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.
3. The teacher promotes the value and benefits of world language learning to students, educators, and the community.
4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.
5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
6. The teacher systematically incorporates culture into instruction.
7. The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.
8. The teacher encourages students to understand that culture and language are intrinsically tied.

***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 cultural knowledge is essential for the development of second language acquisition.
3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.
4. The teacher knows the methodologies and theories specific to second language acquisition.
5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

**Performance**

1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2. The teacher integrates cultural knowledge into language instruction.
3. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.
4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.
5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

***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.***

### **Knowledge**

1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.
2. The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

### **Performance**

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.
2. The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

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

### **Knowledge**

1. The teacher understands that world languages methodologies continue to change in response to emerging research.
2. The teacher understands instructional practices that balance content-focused and form-focused learning.
3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical-thinking and problem solving.

**Performance**

1. The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.
2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.
3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

***Standard 5: Classroom Motivation and Management Skills - 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 that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.
2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

**Performance**

1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of 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 of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

**Performance**

1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

***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.
2. The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.
3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

**Performance**

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
2. The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.
3. The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

***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, and writing.
2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.
3. The teacher understands the importance of assessing the content and the form of communication.

**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 to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.
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.

4. The teacher appropriately assesses for both the content and form of communication.

*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.*

### **Knowledge**

1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.
2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.
3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.
4. The teacher understands the effects of second language study on first language.

### **Performance**

1. The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.
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.
4. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

## Glossary of Terms

**ACTFL Proficiency Guidelines** - a nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired.  
[http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

**American Council of Teachers of Foreign Languages (ACTFL)** - an organization for world language professionals of K-12 and higher education

**Content-Based Instruction (CBI)** - a method of teaching language where content is a means to language acquisition, and supports proficiency with challenging, informative, and complex communication

**Critical thinking** - an intellectually disciplined process of actively and skillfully applying, analyzing, synthesizing, and or evaluating information, which in its exemplary form transcends subject matter disciplines

**Form-Focused Instruction (FFI)** - attention to the formal aspects of language (grammar, spelling, intonation, etc.) and is a cognitive approach to language learning which holds that second language proficiency resides in both rule-based and exemplar-based knowledge. Rule-based knowledge consists of linguistic rules and is form-oriented, whereas the exemplar-based system consists of chunks of language: instances of language that are unanalysed and stored as a whole in our memories.

**Scaffolding** - a process that enables a student to solve a problem, carry out a task, or achieve a goal which otherwise would be beyond his or her unassisted efforts including instructional, procedural, and verbal techniques. See Zone of Proximal Development (ZPD)

**Zone of Proximal Development (ZPD)** - the distance or cognitive gap between what a learner can do without assistance and what that learner can do with a more capable peer or skilled adult, a locus for scaffolding

**Other Teacher Endorsement Areas**

Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.

To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s).

**Content/Endorsement Areas**

- Humanities \*
- Psychology
- Sociology

*\* The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).*

## Idaho Foundation Standards for the Preparation of School Administrators

All school administrators, including principals, special education directors, and superintendents, must meet the following Idaho Foundation Standards for School Administrators and the standards specific to their certification area at the “acceptable” level or above.

The following knowledge and performance statements for the Foundation Standards for School Administrators are widely recognized, but not all-encompassing or absolute, indicators that School Administrator candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs 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 School Administrator’s profession is their disposition. Professional dispositions are how the Administrator views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for Administrator dispositions.

*\* This language was written by a committee of content experts and has been adopted verbatim. These standards are grounded in the Educational Leadership Policy Standards: ISLLC (Interstate School Leaders Licensure Consortium) 2008, as adopted by the National Policy Board for Education Administration.*

### School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

***Standard 1: School Culture - The School Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors.***

### Knowledge: The School Administrator:

1. Understands the importance of eliciting feedback that measures the school and community perceptions.
2. Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.
3. Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.
4. Understands methods for responding to conflict.

**Performance: The School Administrator:**

1. Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.
2. Demonstrates ability to proactively engage staff in conflict resolution.
3. Demonstrates ability to establish rules and related consequences designed to keep students safe.
4. Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.
5. Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.
6. Demonstrates ability to use data to monitor and improve school climate.
7. Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

***Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.***

**Knowledge: The School Administrator:**

1. Understands the importance of making organizational decisions based upon the mission and vision of the school and district.
2. Understands effective communication strategies.
3. Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

**Performance: The School Administrator:**

1. Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.
2. Demonstrates ability to develop and facilitate a clear, timely communication plan across the school's departments to support effective and efficient school operations.
3. Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.
4. Demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.

*Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.*

**Knowledge: The School Administrator:**

1. Understands the importance of inviting community input and using the input to inform decisions
2. Understands cultural diversity and its importance in the schools learning community.

**Performance: The School Administrator:**

1. Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.
2. Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

**Collaborative Leadership**

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

*Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.*

**Knowledge: The School Administrator:**

1. Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.
2. Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.
3. Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

**Performance: The School Administrator:**

1. Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.
2. Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

*Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.*

**Knowledge: The School Administrator:**

1. Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.
2. Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.
3. Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.
4. Understands the importance of clear and consistent processes and systems to manage change.
5. Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

**Performance: The School Administrator:**

1. Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.
2. Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

*Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.*

**Knowledge: The School Administrator:**

1. Understands emerging issues and trends impacting families, school, and community.
2. Understands available resources in the community.
3. Understands the value of transparency regarding decision making and the allocation of resources.
4. Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.

**Performance**

1. Provides rationale for decisions regarding the allocation of resources.

2. Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

***Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.***

**Knowledge: The School Administrator:**

1. Understands the roles of leadership.
2. Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.
3. Understands the political, social, cultural, and economic systems and processes that support and impact education.
4. Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

**Performance: The School Administrator:**

1. Creates and implements an individual professional learning plan.
2. Enhances leadership skills through collaboration with colleagues and professional development.
3. Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.
4. Communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.
5. Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

***Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.***

**Knowledge: The School Administrator:**

1. Understands operational policies and procedures.
2. Understands human resources management.
3. Understands sound fiscal operations principles and issues.

4. Understands facilities maintenance and principles regarding use of space and educational suitability.
5. Understands legal issues impacting personnel, management, and operations.
6. Understands ethical frameworks and perspectives.
7. Understands the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.
8. Understands policies and laws related to school and district.

**Performance: The School Administrator:**

1. Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.
2. Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

**Instructional Leadership**

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

*Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.*

**Knowledge: The School Administrator:**

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.
2. Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.
3. Understands student growth and development.
4. Understands adult learning and professional development.
5. Understands the change process for systems, organizations, and individuals.
6. Understands the essential role of technology in education.

**Performance: The School Administrator:**

1. Provides opportunities for staff to utilize research based strategies to refine curriculum

implementation and encourage purposeful innovation.

2. Engages instructional staff in collaborative analysis to plan for continuous academic improvement.
3. Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

***Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.***

**Knowledge: The School Administrator:**

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.
2. Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.
3. Understands the effective use of assessment and evaluation.
4. Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

**Performance: The School Administrator:**

1. Provides time, space, and opportunities for instruction.
2. Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.
3. Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.
4. Creates an action plan for instructional improvement designed to increase student achievement.

***Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.***

**Knowledge: The School Administrator:**

1. Understands the difference between, and the appropriate use of formative and summative assessments.
2. Understands the process for developing common formative benchmark assessments or rubrics.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

3. Understands how to use data to guide student instruction and tiered intervention.
4. Understands how to identify at risk students.
5. Understands the laws and regulations associated with special student populations.
6. Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.
7. Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.
8. Understands various intervention strategies to be implemented to close achievement gaps.
9. Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.
10. Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.
11. Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

**Performance: The School Administrator:**

1. Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.
2. Has used observation and evaluation methods to supervise instructional personnel.
3. Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

*Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.*

**Knowledge: The School Administrator:**

1. Understands that the evaluation process is used to improve instructional practice.
2. Understands the use of multiple measures of student performance data to improve classroom instruction.
3. Understands the role of professional learning plans during the evaluation process, using self- reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

**Performance: The School Administrator:**

1. Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.
2. Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.
3. Uses data to inform school wide professional development.

*Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.*

**Knowledge: The School Administrator:**

1. Understands laws and policies governing staff evaluation.
2. Understands the Idaho adopted framework for teaching.
3. Understands differentiated tools for evaluation of all staff.
4. Understands effective instructional supervision, evaluation, and due process.

**Performance: The School Administrator:**

1. Assesses all staff performance with accuracy and consistency.
2. Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

*Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.*

**Knowledge: The School Administrator:**

1. Understands laws regarding highly qualified requirements for teachers.
2. Understands laws and policies governing hiring and retaining personnel.
3. Understands multiple interview strategies and techniques for hiring teachers.
4. Understands the process and research based practices of mentoring.

**Performance: The School Administrator:**

1. Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.
2. Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.
3. Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.

## Idaho Standards for School Superintendents

In addition to the standards listed here, school superintendents must meet Idaho Foundation Standards for School Administrators as they apply to the superintendency.

*\*This language was written by a committee of content experts and has been adopted verbatim.*

### School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

### Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

### Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

***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.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

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, drawing from systems and organizational theory.
9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.
10. The superintendent knows the importance of district-wide policy development and effective implementation.
11. The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.
12. The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
13. The superintendent understands the importance of developing and fostering a productive relationship with the board.
14. The superintendent understands importance of working effectively in the political environment at district, local, and state levels.

**Performance**

1. The superintendent promotes district-wide innovation and change through the application of a systems approach.
2. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.
3. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.
4. 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 and provides/encourages ongoing professional development.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

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.
10. The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

***Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.***

***Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T***

***Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.***

***Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.***

***Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.***

***Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.***

***Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.***

***Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.***

***Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.***

***Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.***

***Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/ administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator***

*effectiveness. The administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.*

*Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.*

*Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.*

## Idaho Standards for Special Education Directors

In addition to the standards listed here, special education directors must meet Idaho Foundation Standards for School Administrators as they apply to special education directors.

*\* This language was written by a committee of content experts and has been adopted verbatim.*

### **School Climate**

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

### **Collaborative Leadership**

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

### **Instructional Leadership**

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

***Standard 1: School Culture - The administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.***

***Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.***

***Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T***

***Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.***

***Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.***

**Knowledge**

1. The special education director knows about curriculum, 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 manage workflow and access resources to meet the needs of staff, students, and parents.
4. The special education director understands the use of technology in referral processes, IEP Individual Education Plan development, and records management.

**Performance**

1. The special education director advocates for and implements curriculum, 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.

***Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.***

***Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.***

***Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.***

***Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.***

***Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.***

**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 targeted interventions.

**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 engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

*Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.*

*Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/ administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.*

**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.
6. The special education director understands statewide assessment policies.

**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 and assessment of special populations.

*Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.*

*Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.*

**Idaho Standards for School Counselors**

The purpose of the standards for school counselors is to promote, enhance, and maximize the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic Development, Career Development, and Personal/Social Development. The domains follow the 2012 American School Counselor Association (ASCA) model and are embedded within each standard as described below. All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution.

The following knowledge and performance statements for the School Counselors Standards are widely recognized, though not all-encompassing or absolute, indicators that School Counselors have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

***Standard 1: School Counseling Programs - School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program.***

**Knowledge** - School counselors should articulate and demonstrate an understanding of:

1. The organizational structure and governance of the American educational system, as well as cultural, political and social influences on current educational practices.
2. The organizational structure and components of an effective school counseling program.
3. Barriers to student learning and use of advocacy and data-driven school counseling practices.
4. Leadership principles and theories.
5. Individual counseling, group counseling and classroom instruction.
6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.
7. Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, and advocacy.
8. Assessments relevant to K-12 education.

**Performance** - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Planning, organizing, implementing and evaluating a school counseling program.
2. Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

3. Using technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.
4. Multicultural, ethical and professional competencies.
5. Identification and expression of professional and personal qualities and skills of effective leaders.
6. Advocacy for student success.
7. Collaboration with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success.

***Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program.***

**Knowledge** - School counselors should articulate and demonstrate an understanding of:

1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.
2. Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.
3. Learning theories.
4. History and purpose of school counseling, including traditional and transformed roles of school counselors.
5. Human development theories and developmental issues affecting student success.
6. District, state, and national student standards and competencies.
7. Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.
8. The three domains of academic achievement, career planning and personal/social development.

**Performance** - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Development of the beliefs, vision, and mission of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.
2. The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.
3. Application of the ethical standards and principles of the school counseling profession and adhering to

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

the legal aspects of the role of the school counselor and the Code of Ethics for Idaho Professional Educators.

4. Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students' best interests.
5. Practices within the ethical and statutory limits of confidentiality.

***Standard 3: Management - School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program.***

**Knowledge** - School counselors should articulate and demonstrate an understanding of:

1. Leadership principles, including sources of power and authority, and formal and informal leadership.
2. Organization theory to facilitate advocacy, collaboration and systemic change.
3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.
4. Time management, including long- and short-term management, using tools such as schedules and calendars.
5. Data-driven decision making.
6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems.

**Performance** - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Self-evaluation of his/her own competencies in order to formulate an appropriate professional development plan.
2. The ability to access or collect relevant data to monitor and improve student behavior and achievement.
3. The capability to create calendars to ensure the effective implementation of the school counseling program.
4. Coordination of activities that establish, maintain and enhance the school counseling program.

***Standard 4: Delivery - School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program.***

**Knowledge** - School counselors should articulate and demonstrate an understanding of:

1. The distinction between direct and indirect student services.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

2. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons.
3. Classroom management.
4. Principles of career and post-secondary planning.
5. Principles of working with various student populations based on characteristics, such as ethnic and racial background, English language proficiency, special needs (IEP and 504 Plans), religion, gender and income.
6. Responsive services (counseling and crisis response) including grief and bereavement.
8. How diagnoses and/or medication affects the personal, social, and academic functioning of students.

**Performance** - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Creation and presentation of a developmental school counseling curriculum addressing all students' needs based on student data.
2. Classroom management and instructional skills.
3. Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.
4. The ability to build effective, high-quality student support programs.
5. Development of strategies to implement individual student planning, which may include strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning.
6. The capability to provide responsive services, such as individual/small-group counseling and crisis response.
7. Participation as member of the crisis team providing assistance to the school and community in a crisis.
8. Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.
9. Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.
10. The ability to conduct in-service training or workshops for other stakeholders to share school counseling expertise.
11. Understanding and knowledge regarding how to provide supervision for school counseling interns consistent with the principles.

**STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015**

12. Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement.

**Idaho Standards for School Nurses**

The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all-encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school nurse 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 school nursing profession is a candidate's disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.

*\* This language was written by a committee of content experts and has been adopted verbatim.*

***Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.***

**Knowledge**

1. The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.
2. The school nurse understands that school nursing practice must fall within the boundaries of scope of practice as defined by the Idaho Board of Nursing.
3. The school nurse understands how to access research and interpret data applicable to the school setting.

**Performance**

1. The school nurse conducts ongoing evaluations of school nursing practice.
2. The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.
3. The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.

***Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.***

**Knowledge**

1. The school nurse understands how to improve knowledge and competency in school nursing practice.
2. The school nurse knows how to self-assess professional nursing practice.
3. The school nurse knows how to access professional resources that support school nursing practice.
4. The school nurse knows about the professional organizations that support the nursing practice.

**Performance**

1. The school nurse participates in professional development related to current clinical knowledge and professional issues.
2. The school nurse seeks and acts on constructive feedback regarding professional development.
3. The school nurse pursues professional development as related to professional and program goals.

***Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).***

**Knowledge**

1. The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.
2. The school nurse understands problem solving and counseling techniques and crisis intervention strategies for individuals and groups.
3. The school nurse knows how to document appropriately.

**Performance**

1. The school nurse communicates effectively and with sensitivity to community values in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, and documentation).

***Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.***

**Knowledge**

1. The school nurse understands the principles of collaboration in sharing knowledge and skills with other professionals and staff.

**Performance**

1. The school nurse works collaboratively with nursing colleagues and school personnel to enhance professional practice and to contribute to a supportive, healthy school environment.

*Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.*

**Knowledge**

1. The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.
2. The school nurse knows how to advocate for students and families.

**Performance**

1. The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education.
2. The school nurse acts as an advocate for students and families.
3. The school nurse delivers care in a manner that is sensitive to student diversity.

*Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered health education.*

**Knowledge**

1. The school nurse understands developmentally appropriate health education.
2. The school nurse understands the influence of family dynamics on student achievement and wellness.
3. The school nurse understands that health instruction within the classroom is based on learning theory.
4. The school nurse understands child, adolescent, family, and community health issues.
5. The school nurse understands how health issues impact student learning.

**Performance**

1. The school nurse assists individual students in acquiring appropriate skills based on age and

developmental levels to advocate for themselves.

2. The school nurse participates in the assessment of health education and health instructional needs of the school community.
3. The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.
4. The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.
5. The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.
6. The school nurse assists students in changing high-risk behaviors through education and referral.

***Standard 7: Program Management - The school nurse is a manager of school health services.***

**Knowledge**

1. The school nurse understands the principles of school nursing management.
2. The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, and laws).
3. The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.
4. The school nurse knows how to identify and secure appropriate and available services and resources in the community.

**Performance**

1. The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.
2. The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.
3. The school nurse demonstrates leadership skills to utilize human resources efficiently.
4. The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.
5. The school nurse uses appropriate technology in managing school health services.

**Idaho Standards for School Psychologists**

The following knowledge and performance statements for the School Psychologist Standards are widely recognized, but not all-encompassing or absolute, indicators that School Psychologist candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school psychologist 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 School Psychology profession is a candidate's disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.

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

**Knowledge**

1. The school psychologist understands traditional standardized norm-referenced assessment instruments.
2. The school psychologist knows alternative assessment approaches (e.g., curriculum-based, portfolio, and ecological).
3. The school psychologist knows non-test assessment procedures (e.g., observation, diagnostic interviewing, and reviewing records).
4. The school psychologist understands the Response to Intervention (RTI) process.
5. The school psychologist understands correct interpretation and application of data.
6. The school psychologist understands the process of transitions at Pre-K through Age 21 development levels.

**Performance**

1. The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.
2. The school psychologist translates assessment results into empirically-based decisions about intervention and recommendations.

3. The school psychologist assists in creating intervention strategies linked to the assessment information.
4. The school psychologist assists in evaluating the effectiveness of interventions and recommendations.

***Standard 2: Consultation and Collaboration -the school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.***

**Knowledge**

1. The school psychologist knows processes of producing change in individuals and groups.
2. The school psychologist knows various strategies and techniques of team building.
3. The school psychologist knows various strategies and techniques of team decision-making.
4. The school psychologist possesses knowledge and skills necessary to facilitate communication and collaboration with students and teams consisting of school personnel, family members, community professionals, and others.
5. The school psychologist understands factors necessary for effective interpersonal communication.
6. The school psychologist knows how to communicate effectively in oral and written form.

**Performance**

1. The school psychologist promotes change at the levels of the individual student, classroom, building, district, and other agencies.
2. The school psychologist uses consultation and collaboration to facilitate the development of professional environments in schools and related settings to promote the kinds of principles necessary to achieve consensus.
3. The school psychologist facilitates communication with students and teams consisting of school personnel, family members, community professionals, and others.
4. The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.
5. The school psychologist presents and disseminates information to diverse audiences.
6. The school psychologist communicates effectively in oral and written form.

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

**Knowledge**

1. The school psychologist knows primary learning theories (e.g., behavioral, cognitive, and neuro developmental).
2. The school psychologist understands various instructional strategies and learning styles.
3. The school psychologist knows principles of student-centered learning.
4. The school psychologist knows how to develop appropriate cognitive, academic, and career goals for students with different ability levels using a team approach.
5. The school psychologist understands current instructional theories and models.
6. The school psychologist knows evaluation techniques to measure instructional outcomes of intervention strategies and treatment integrity.

**Performance**

1. The school psychologist assists in implementing a variety of instructional methods to enhance student learning at the individual, group, and systems levels.
2. The school psychologist uses student-centered learning principles to help students become self-regulated learners.
3. The school psychologist, in collaboration with the student, parents, school personnel, and community professionals, sets individual learning goals, designs a learning process to achieve those goals, and assesses whether the goals have been achieved.
4. The school psychologist helps schools develop appropriate cognitive, academic, and career goals for students.
5. The school psychologist links assessment information to the development and implementation of instructional strategies to meet students' individual learning needs.
6. The school psychologist collects, maintains and shares current information and research about advances in curriculum and instruction with educators, parents, and the community.
7. The school psychologist uses appropriate assessment techniques to progress toward academic and career goals and assists in revising instructional methodology as necessary.
8. The school psychologist assesses treatment integrity and efficacy of intervention strategies.

***Standard 4: Socialization and Development of Life Skills – The school psychologist understands human development in social, affective, behavioral, and adaptive domains and applies sound principles of behavior change within these domains.***

**Knowledge**

1. The school psychologist understands the developmental processes of socialization and life skills of students with different abilities and developmental levels.
2. The school psychologist understands direct and indirect intervention strategies, including counseling and consultation.
3. The school psychologist knows principles of behavior management.
4. The school psychologist understands conflict-management and problem-resolution strategies.
5. The school psychologist knows empowerment strategies for students and family support systems.
6. The school psychologist understands the ecological impact of learning environments on student success.
7. The school psychologist understands early childhood development and its impact on successful school transitions.

**Performance**

1. The school psychologist utilizes consultation and collaboration strategies with teachers, students, and families for the development of life skills.
2. The school psychologist uses a variety of intervention strategies consistent with developmental levels.
3. The school psychologist, using a problem-solving approach, collaborates with students, teachers, and families in developing behavior management plans.
4. The school psychologist consults in the development and evaluation of conflict-management and problem-resolution programs and activities.
5. The school psychologist provides mental health services to enhance appropriate student behavior.
6. The school psychologist facilitates students and families in developing positive socialization and life skills.
7. The school psychologist consults with students, families, and schools regarding the structure and organization of educational environments and how they impact learning.
8. The school psychologist works with families and others to promote awareness of effective early childhood development and educational services.

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

**Knowledge**

1. The school psychologist understands the history and foundations of school psychology and its relation to other fields.
2. The school psychologist knows current models, methods and practices of the profession.
3. The school psychologist knows the appropriate ethical and professional standards.
4. The school psychologist knows current federal statues and state statutes and regulations as they relate to students.
5. The school psychologist understands processes and procedures for public policy development.
6. The school psychologist knows methods to evaluate personal needs for continuing professional development.

**Performance**

1. The school psychologist is aware of current practices in related fields.
2. The school psychologist adheres to best practices of the profession.
3. The school psychologist uses knowledge of legal requirements to advocate for the rights and welfare of children and families.
4. The school psychologist promotes the improvement of public policies and practices in schools and related settings.
5. The school psychologist maintains certification and continues professional development.
6. The school psychologist identifies and pursues professional growth resulting in acquisition of new skills.

***Standard 6: Student Diversity in Development and Learning - The school psychologist understands that an individual's development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic.***

**Knowledge**

1. The school psychologist understands individual differences in ability levels with respect to the development of instructional programs and other activities.
2. The school psychologist understands how to identify needs and modify instruction to enhance learning for individual students.

3. The school psychologist recognizes the influence that various cultures, backgrounds, and individual learning characteristics have on students and their families.
4. The school psychologist understands how personal biases may impact decision making, instruction and influence student progress.
5. The school psychologist knows research-based practices related to assessment and the interpretation of results that reduce various biases.
6. The school psychologist recognizes best practices in assessments with culturally and/or linguistically diverse students.

**Performance**

1. The school psychologist assists in the development of instructional programs and activities for a diverse student population.
2. The school psychologist assists schools and families in the modification and/or accommodation of instructional practices and materials sensitive to diverse student backgrounds and needs.
3. The school psychologist seeks opportunities to interact with students and families to learn about their strengths, needs and diverse backgrounds.
4. The school psychologist uses appropriate assessment procedures and/or intervention strategies to meet the unique needs of each individual student.

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

**Knowledge**

1. The school psychologist knows how to access a variety of information sources (e.g., Internet and professional journals).
2. The school psychologist knows how to use new technologies to enhance student services.
3. The school psychologist possesses current knowledge of instructional resources for students (e.g., instructional software and assistive technology).

**Performance**

1. The school psychologist uses appropriate technologies to facilitate professional performance.
2. The school psychologist uses technologies to facilitate student performance.
3. The school psychologist makes use of technology (e.g., Internet and e-mail) to access information, current research, and professional development opportunities.

4. The school psychologist evaluates the validity of information and resources.

***Standard 8: School and Systems Organization, Policy Development, and Climate - The school psychologist understands the unique organization and culture of schools and related systems.***

**Knowledge**

1. The school psychologist understands the organization of schools and systems.
2. The school psychologist understands principles of organizational development and systems theory as it relates to their practice.
3. The school psychologist knows how to implement and evaluate programs that promote safe and violence-free schools and communities.
4. The school psychologist understands leadership roles in the development and implementation of systems change.
5. The school psychologist understands funding mechanisms available to schools and communities that support physical, educational, and mental health services.
6. The school psychologist knows how to access resources available to address behavioral, learning, mental, and physical needs.

**Performance**

1. The school psychologist applies principles of organizational development and systems theory to promote learning and to create climates of mutual respect, care, and support for all individuals in the system.
2. The school psychologist participates in the implementation and evaluation of programs that promote safe and violence-free schools community
3. The school psychologist contributes to the development of school policies, agency, and community procedures that promote effective programs and services for students and families.
4. The school psychologist facilitates decision making and collaboration that fosters a commitment to effective services for students and families.
5. The school psychologist accesses available resources to address behavioral, learning, mental, and physical needs.

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

**Knowledge**

1. The school psychologist knows current theory, research and best practice concerning child and adolescent development; psychopathology; biological, cultural, and social influences on behavior; societal stresses; drug and alcohol influences; crises in schools, families, and communities.
2. The school psychologist has knowledge of antecedents and consequences that influence students' learning and behavior problems.
3. The school psychologist understands strategies to address students' learning and behavior problems.
4. The school psychologist knows various prevention programs and crisis intervention procedures.
5. The school psychologist understands diverse health issues (e.g., nutrition, eating disorders, teen pregnancy, AIDS, drug and alcohol abuse, smoking, and stress-related disorders).

**Performance**

1. The school psychologist develops, implements, and evaluates prevention programs based on recognition of the antecedents to students' learning and behavior problems.
2. The school psychologist participates in crisis prevention, intervention, and response and collaborating with students, school personnel, families and the community.
3. The school psychologist participates in and promotes physical and mental health programs for children in schools and related agencies.
4. The school psychologist facilitates environmental and/or educational changes that support the physical and mental health of students.
5. The school psychologist accesses available resources to address a wide variety of behavioral, learning, mental, and physical needs.

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

**Knowledge**

1. The school psychologist knows how family systems influence students' cognitive, affective and social development, and academic performance.
2. The school psychologist understands the importance of family involvement in education.
3. The school psychologist knows methods to promote collaboration between parents and educators that improve student performance.
4. The school psychologist understands diversity issues that affect home/school collaboration.

5. The school psychologist knows how family, home, peer, and community factors affect learning and achievement in school.
6. The school psychologist knows the local community services available to support students and their families.

**Performance**

1. The school psychologist applies knowledge of the influence of family systems on education to maximize student performance.
2. The school psychologist facilitates and supports parent participation in educational decision-making activities (e.g., team meetings, schoolwide committees, and school improvement teams).
3. The school psychologist facilitates home-to-school communication, including assisting students and families in accessing community and school-based services.
4. The school psychologist uses knowledge of diversity and resources to enhance collaboration between and schools.

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

**Knowledge**

1. The school psychologist knows the basic principles of research design and statistics used in psychological and educational research.
2. The school psychologist possesses sufficient knowledge of research and statistics to interpret and evaluate published research and/or plan and conduct research.
3. The school psychologist knows appropriate program evaluation strategies and techniques.
4. The school psychologist understands psychometric principles that influence test selection and assessment methods.
5. The school psychologist knows the strengths and weaknesses of various research methods, designs and their impact on the interpretation of findings.

**Performance**

1. The school psychologist applies knowledge of the principles of research design.
2. The school psychologist uses an understanding of research methodology and design to evaluate the validity and relevance of others' research.
3. The school psychologist uses appropriate strategies when evaluating programs and

interventions.

4. The school psychologist applies psychometric standards and principles in selecting and using assessment tools and published tests.
5. The school psychologist maintains, accesses, and applies a current professional knowledge base of research findings, professional literature, and best practices relevant to the job.

**Idaho Standards for School Social Workers**

The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all-encompassing or absolute, indicators that School Social Worker candidates have met the standards. It is the responsibility of a School Social Work 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 School Social Work profession is a candidate's disposition. Professional dispositions are how School Social Work candidates view their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.

*\*This language was written by a committee of content experts and has been adopted verbatim.*

***Standard 1: Content - The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).***

**Knowledge: The competent school social worker:**

1. Has attained a master's degree in social work with a specialization in school social work from a program accredited by the Council on Social Work Education (CSWE); OR meet the following criteria:
  - a. has attained a master's degree in social work from a program accredited by (CSWE),
  - b. has taken a school social work course and,
  - c. has completed a social work practicum in a K-12 setting or has extensive experience working with children and families.
2. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.
3. Understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.
4. Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.
5. Understands the effects of mental illness on students' ability to participate in learning.
6. Understands the person-in-environment context of social work.
7. Understands the effects of biological, family, social, health, and cultural factors on human development and social functioning.

8. Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.
9. Understands systems theories as they relate to classrooms, schools, families, and community.
10. Understands methods of advocacy on behalf of individuals, families, and school systems.
11. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.

**Performance: The competent school social worker:**

1. Uses empathy in interpersonal relationships.
2. Uses diverse interview techniques and written communication with all persons within the student's system.
3. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children's learning.
4. Makes appropriate social work assessment of typical and atypical development of students based on level of state licensure i.e., Licensed Master Social Work (LMSW) or Licensed Clinical Social Worker (LCSW).
5. Selects and applies empirically-based methods of intervention to enhance students' educational experience.
6. Demonstrates effective leadership of and participation in interdisciplinary teams.

***Standard 2: Service Delivery - The competent school social worker utilizes a variety of intervention strategies that support and enhance students' educational and emotional development.***

**Knowledge: The competent school social worker:**

1. Understands empirically-based methods of individual, group, family, and crisis counseling.
2. Understands empirically-based methods of social work service delivery.
3. Understands and develops skills in advocacy, case management, community organization, consultation and in-service training.
4. Understands the application of social learning theories to identify and develop broad-based prevention and interventions, including "Response to Intervention." (RTI)
5. Understands the interdisciplinary approach to service delivery within the educational environment.
6. Understands how to integrate content knowledge for service delivery.

7. Understands the role of mandated reporters and the function of the State’s child welfare agency and law enforcement interaction.

**Performance: The competent school social worker:**

1. Develops and implements empirically-based prevention and intervention plans that enable the child to “respond to intervention” (RTI).
2. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.
3. Provides crisis intervention counseling and other services to the school community.
4. Provides consultation to teachers, administrators, parents, and community agencies.
5. Develops and provides training and educational programs in the school and community.
6. Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students’ educational planning conferences, and conferences with parents.<sup>1</sup>
7. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.
8. Mobilizes the resources of the school and community to meet the needs of children and their families.
9. Reports suspected child abuse and neglect to the State’s child welfare agency and/or law enforcement.

---

<sup>1</sup> School social workers started as and remain an integral link between school, home, and community. Those who choose this particular field of social work provide direct services, as well as specialized services such as mental health intervention, crisis management and intervention, and facilitating community involvement in the schools. Working as an interdisciplinary team member, school social workers not only continue to provide services to school children and their families, but also continue to evaluate their role and consequently modify it to meet organizational or contextual needs and changes in policies and practice.

Social work assessment is an ongoing process of data collection aimed at identifying client strengths and problems. Specifically, assessment guides treatment planning, as well as informs intervention selection and monitoring as it relates to the social-emotional development of students in the educational system.(Mizrahi, T., Davis, L. E., & Henderson, D. M. (Eds.). (2009). *Encyclopedia of social work* ( 20<sup>th</sup> Ed.) Silver Springs, MD: National Association of Social Workers and Oxford University Press, Inc.)

*Standard 3: Planning - The competent school social worker designs services based upon knowledge of the educational setting, as well as information about the students, families, and community.*

**Knowledge: The competent school social worker:**

1. Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.
2. Understands the process of needs assessment, referral, and resource development.
3. Understands how to develop long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.
4. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.
5. Understands how to integrate and use technology for assessments, interventions, and information management.

**Performance: The competent school social worker:**

1. Assists in establishing expectations for student learning consistent with students' strengths and educational systems' goals.
2. Conducts needs assessments to plan for service delivery.
3. Assists students in creating long- and short-term plans to meet expectations for learning.
4. Creates and adapts from empirically-based learning opportunities and materials to provide effective interventions.
5. Plans interventions that integrate students' life experiences and future career goals.
6. Maintains relevant data to assist in planning, management and evaluation of school social work.
7. Collects, analyzes and interprets data to evaluate and modify interventions when necessary.
8. Supports approaches to learning that address individual student needs.
9. Integrates and uses technology for assessments, interventions, and information management.

*Standard 4: Assessment and Evaluation - The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.*

**Knowledge: The competent school social worker:**

1. Understands strength-based assessments and practices that support growth and development.
2. Understands various types of research, measurement theory, and concepts of validity, reliability, bias, scoring, and interpretation of results.
3. Understands multiple empirically-based assessment techniques, such as observation, structured/clinical interviews, and standardized assessments, and their purposes, characteristics, and limitations.
4. Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.
5. Understands the use of assessment as a means to evaluate the student's social-emotional/mental functioning, including:
  - The child's physical, cognitive, and social-emotional development;
  - Family history and factors that influence the child's overall functioning;
  - The child's behavior and attitude in different settings;
  - Patterns of interpersonal relationships in all spheres of the child's environment;
  - Patterns of achievement and adjustment at critical points in the child's growth and development;
  - Adaptive behavior and cultural factors that may influence learning.
6. Understands the social-developmental history with its focus on the student's functioning within the educational environment.
7. Understands the relationship between assessment, eligibility, and placement decisions, including the development of Individualized Education Programs.
8. Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.
9. Is familiar with the diagnostic tools used by other professionals in the school.
10. Understands the use of empirically-based assessment and evaluation results to develop student interventions.

**Performance: The competent school social worker:**

1. Appropriately uses a variety of non-discriminatory formal and informal tools and techniques, including observation, interview and standardized instruments to evaluate the understanding, progress, and performance of students' social-emotional development in the school environment.

2. Uses social work assessment results to identify student learning needs and to assist in aligning and modifying instruction and designing intervention strategies including “Response to Intervention” (RTI).
3. Uses empirically-based assessment and evaluation results to develop appropriate interventions, including recommendations for eligibility and placement.
4. Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.
5. Presents social work assessment results in an easily understandable manner.
6. Documents social work assessment and evaluation results.
7. Collaborates with parents/guardians and other professionals regarding the assessment process.
8. Ensures parents/guardians are informed of their rights and the rights of students regarding assessment.
9. Uses a variety of non-discriminatory formal and informal tools and techniques to help determine the efficacy of intervention and programs.

***Standard 5: Consultation and Collaborative Relationships: The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support students’ learning and well-being.***

**Knowledge: The competent school social worker:**

1. Understands the principles, practices, and processes of individual and organizational consultation.
2. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student’s educational functioning.
3. Understands the school’s role within the context of the larger community.
4. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.
5. Understands the importance of audience and purpose when selecting ways to communicate ideas.
6. Understands language development, communication techniques, and the role of communication in the learning environment.
7. Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families
8. Understands the role of school personnel as mandated reporters of child abuse and neglect.

**Performance: The competent school social worker:**

1. Initiates, develops, and implements consultative relationships.
2. Models and promotes ethical practices for confidential communication.
3. Collaborates with colleagues, parents/guardians, and community personnel about students' needs.
4. Encourages relationships among colleagues to promote a positive learning environment.
5. Participates in collaborative decision-making and problem-solving to promote students' success.
6. Facilitates a collaborative relationship between general and special education systems to promote a unified system of education.
7. Models and promotes effective communication among group members or between groups.
8. Uses a variety of effective communication modes with diverse target groups.
9. Assist in the education of school personnel on mandated reporting of child abuse and neglect to the State's child welfare agency and/or law enforcement.
10. Makes mandated reports of child abuse and neglect as appropriate to the State's child welfare agency and/or law enforcement.

***Standard 6: Advocacy and Facilitation - The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families, and school systems.***

**Knowledge: The competent school social worker:**

1. Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.
2. Is familiar with available resources for students and families within the school and community.
3. Understands when and how to make referrals for programs and services at the district, community, and State levels.
4. Understands the need to improve access to services and resources.

**Performance: The competent school social worker:**

1. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.
2. Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.

3. Makes referrals to community and school resources.
4. Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.

*Standard 7: Learning Community - The competent school social worker encourages effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.*

**Knowledge: The competent school social worker:**

1. Understands principles of and strategies for effective behavior and social management within the school environment.
2. Understands how people's attitudes within the educational environment influence behavior of individuals.
3. Understands how to help students work cooperatively and productively.
4. Understands the importance of parents'/guardians' participation in fostering students' positive development.
5. Understands dispute resolution strategies.
6. Understands the goals and objectives of educational organizations.
7. Understands how to work with administrators and other school personnel to make changes within the school.
8. Understands how service learning and volunteerism promote the development of personal and social responsibility.

**Performance: The competent school social worker:**

1. Encourages the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.
2. Analyzes school environments and works effectively to create/enhance a supportive and safe learning climate.
3. Develops strategies to encourage motivation and engagement through mutual respect and cooperation.
4. Develops dispute resolution programs within the school environment.
5. Develops needs assessments and works as a change agent to address the identified gaps in services.
6. Collaborates with community agencies in school-linked service learning projects or other programs.
7. Promotes the effective utilization of school social work services.

8. Promotes understanding of factors that affect the school environment and facilitates systems improvement.
9. Designs, implements, and evaluates programs that enhance a student's social participation in school, family, and community.
10. Promotes active parental/guardian participation within the educational environment.
11. Collaborates with community agencies to increase access to services and resources.

*Standard 8: Diversity - The competent school social worker understands the broad range of backgrounds and experiences that shape students' approaches to learning and helps create opportunities adapted to diverse populations of learners.*

**Knowledge: The competent school social worker:**

1. Understands how students' learning is influenced by culture, family, community values, individual experiences, talents, gender, sexual orientation, language, and prior learning.
2. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.
3. Understands and respects the impact of cultural, racial, ethnic, socioeconomic, and gender diversity and sexual orientation in the educational environment.
4. Understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support students and families.
5. Understands ways in which similar behaviors may have different meanings to people in different cultures.

**Performance: The competent school social worker:**

1. Facilitates a learning community in which individual differences are respected.
2. Practices gender equity and avoid sex-role stereotyping.
3. Provides services that promote multi-cultural sensitivity.
4. Develops strategies to decrease negative effects of cultural barriers on education.
5. Utilizes students' diversity to enrich the educational experiences of all students.
6. Interprets information about students' families, cultures, and communities in assessments, interventions, and evaluations of student progress.
7. Utilizes appropriate social work assessment tools and empirically-based intervention strategies that

reflect diverse student needs.

8. Designs empirically-based intervention strategies appropriate to student's culture, gender, sexual orientation, developmental stage, learning styles, strengths and needs.
9. Makes referrals for additional services or resources to assist students with diverse learning needs.

***Standard 9: Professional Conduct and Ethics - The competent school social worker understands education and social work as professions, maintains standards of professional conduct and ethics, and provides leadership to improve students' learning, safety, and well-being.***

**Knowledge: The competent school social worker:**

1. Understands the current applicable professional codes of conduct and ethical practice guidelines.
2. Understands federal and state laws and regulations as they pertain to ethical school social work practice.
3. Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).
4. Understands the organization and operation of safe school systems.
5. Understands school policies and procedures as they relate to student learning, safety and well-being.
6. Understands legal issues in education, with special emphasis on: persons with disabilities, child welfare, mental health, confidentiality, and students' and families' rights.
7. Understands the importance of active participation and leadership in professional education and social work organizations.

**Performance: The competent school social worker:**

1. Follows the professional code of conduct and ethical practice guidelines referred to in Standard 9, Knowledge Indicator 1.
2. Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and students' and families' rights.
3. Participates in district activities such as policy design, curriculum design, staff development, and organizations involving parent/guardians and students.
4. Abides by current legal directives, school policies, and procedures.
5. Promotes the rights of all students in a safe environment.

6. Models and promotes ethical practices for confidential communication.

*Standard 10: Professional Development - The competent school social worker actively seeks opportunities to grow professionally.*

**Knowledge: The competent school social worker:**

1. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.
2. Understands the impact of personal strengths and needs on service delivery.
3. Understands methods of inquiry and frameworks for self-assessment and self-improvement.
4. Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for on-going professional development.
5. Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.

**Performance: The competent school social worker:**

1. Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.
2. Maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.
3. Uses self-assessment and performance evaluations to identify areas for professional growth.
4. Actively seeks consultation to improve professional practice.
5. Maintains the limits and boundaries of the professional role of school social workers.
6. Participates in professional activities and organizations that promote and enhance school social work practice.

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 16, 2015**

---

**SUBJECT**

Proposed Rule- IDAPA 08.02.03.115, Rules Governing Thoroughness

**REFERENCE**

November 2014	Board approved pending rule docket no. 08-0203-1406 adding data elements related to state supported advanced opportunity programs.
February 2015	Board approved rejection of docket no. 08-0203-1406

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-133 and 33-1626, Idaho Code  
IDAPA 08.02.03.115, Rules Governing Thoroughness, Data Collection

**BACKGROUND/DISCUSSION**

The Dual Credit for Early Completers and Fast Forward programs provide financial support for students in Idaho public schools to earn dual credit and take college credit-bearing and professional/technical examinations. School districts and public charter schools must provide information regarding the costs of Dual credit courses and college credit bearing and professional/technical examinations to the State Department of Education in order to disburse timely, accurate reimbursements. At present, the State Department of Education approved data collection elements do not include information needed to reimburse school districts and public charter schools for college credit-bearing or professional- technical examinations.

**ATTACHMENTS**

Attachment 1 – Proposed Rule Amendment  
IDAPA 08.02.03.115

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Section 33-133, Idaho Code provides the following criteria for student data elements proposed for inclusion in the student data system: (1) any new student data collection proposed by the Idaho State Board of Education becomes a provisional requirement to allow districts and their local data system vendors the opportunity to meet the new requirement; and (2) the Idaho State Board of Education must submit any new provisional student data collection to the governor and the legislature for their approval within one (1) year in order to make the new student data a permanent requirement through the administrative rule process.

Section 33-133, Idaho code only requires new “student data” be approved by the Governor and the legislature, and defines this to mean data collected and/or reported at the individual student level. Data specific to the course and not tied to an individual student are not required to be included in the Administrative Rule.

**STATE DEPARTMENT OF EDUCATION**  
**APRIL 16, 2015**

---

**BOARD ACTION**

I move to approve the Proposed rule amendment to IDAPA 08.02.03.115, Rules Governing Thoroughness as submitted in attachment 1.

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

STATE DEPARTMENT OF EDUCATION  
APRIL 16, 2015

---

IDAPA 08  
TITLE 02  
CHAPTER 03

**08.02.03 - RULES GOVERNING THOROUGHNESS**

**115. DATA COLLECTION.**

The state department of education ~~will~~shall collect the required information from participating school files for state and federal reporting and decision-making. ~~The enrollment collection will contain information about the enrollment of the student attributes such as unique student identifier, active special education, limited English proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status. The data collection will be done in mid-October, early February, and may (end of the testing window).~~ shall be submitted monthly for any period of time in which students are receiving educational instruction or services provided by a school district or charter school. Each participating school is required to verify and assure the accuracy of the data submitted in the files. (5-8-09)

01. **Advanced Opportunities.** The State Department of Education shall collect the required information from participating local education agencies and schools for state reporting, financial disbursements and decision-making pursuant to section 33-1626, Idaho Code. The collection shall be submitted as necessary for the administration of the programs referenced above. The following data will be collected at the student level for students participating in programs pursuant to section 33-1626, Idaho Code;

- a. Provider School Name to indicate the name of the institution providing instruction for a non-regular course, i.e. virtual or distance education or for a dual credit course.
- b. Examination Type to collect the type of college credit-bearing or professional technical examination.
- c. Examination Result to collect the students' result on eligible examinations.
- d. Examination Cost for eligible examinations.
- e. Fast Forward Flag to indicate eligible courses and examinations taken under the Fast Forward program.

THIS PAGE INTENTIONALLY LEFT BLANK