

**CONSENT
FEBRUARY 14, 2019**

TAB	DESCRIPTION	ACTION
1	BAHR - SECTION I – RETIREMENT PLAN COMMITTEE APPOINTMENT	Motion to Approve
2	BAHR - SECTION II – UNIVERSITY of IDAHO – CONSTRUCTION AUTHORIZATION – PITMAN EXTERIOR REPAIRS	Motion to Approve
3	IRSA – PROGRAM APPROVAL QUARTERLY REPORT	Motion to Approve
4	IRSA - BOISE STATE UNIVERSITY – MASTER OF SCIENCE IN MATHEMATICS EDUCATION (DISCONTINUATION)	Motion to Approve
5	IRSA – IDAHO STATE UNIVERSITY – MASTER OF SCIENCE IN MATHEMATICS (DISCONTINUATION)	Motion to Approve
6	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS REPORT	Motion to Approve
7	PPGA – BOISE STATE UNIVERSITY – FACULTY SENATE CONSTITUTION - AMENDMENT	Motion to Approve
8	SDE – PROFESSIONAL STANDARDS COMMISSION – COLLEGE OF IDAHO EDUCATOR PREPERATION PROGRAM REVIEW RECOMMENDATION	Motion to Approve
9	SDE – CURRICULAR REVIEW COMMITTEE APPOINTMENTS	Motion to Approve
10	SDE – EMERGENCY PROVISIONAL CERTIFICATES	Motion to Approve

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BOARD ACTION

I move to approve the consent agenda.

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SUBJECT

Retirement Plan Committee Appointments

REFERENCE

April 2015	Idaho State Board of Education (Board) approved the second reading of Policy II.R., establishing the Retirement Plan Committee
February 2016	Board appointed initial cohort of members of the Retirement Plan Committee

APPLICABLE STATUTES, RULE OR POLICY

Sections 33-107A, 107B, 107C, Idaho Code
Section 59-513, Idaho Code
Idaho State Board of Education Governing Policies & Procedures, Sections II.K. and II.R.

ALIGNMENT WITH STRATEGIC PLAN

This agenda item is a non-strategic Board governance agenda item.

BACKGROUND/DISCUSSION

The Board is the Plan Sponsor for defined contribution (DC) retirement plans used by non-PERSI employees at the public college and universities, the community colleges, and the Office of the State Board of Education (OSBE). The Board has a 401(a) mandatory Optional Retirement Plan (ORP) with employer and employee contributions, and voluntary 403(b) and 457(b) deferred compensation plans with employee-only contributions. The current Board-approved vendors for the 401(a), 403(b), and 457(b) plans are the Teachers Insurance and Annuity Association (TIAA) and the Variable Annuity Life Insurance Company (VALIC).

The Board has assigned oversight responsibility for the above-described retirement plans to its Retirement Plan Committee (RPC), which is chaired by a Board member appointed by the Board President and made up of representatives from the institutions and community colleges and other experts in the area of retirement planning drawn from outside the staffs of the colleges and universities. The committee monitors the vendors' fee structures and their portfolio performance and carries out fiduciary responsibilities, assisted by an external consultant on retirement planning tax law, who has been appointed by the State Attorney General's Office as a Special Deputy Attorney General to support the Board, and by other outside consultants, as needed.

The proposed action is for Board approval of one new RPC member.

IMPACT

The proposed nominee will be an excellent addition to the RPC as it assists the Board in carrying out its fiduciary duties as the plan sponsor of its retirement plans, in accordance with industry best practices.

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ATTACHMENTS

Attachment 1—Résumé of Shawn Miller

STAFF COMMENTS AND RECOMMENDATIONS

Shawn Miller is the Associate Vice President of Human Resources at Boise State University and formerly Human Resources Director at the City of Boise. He is being nominated as a member representing another four-year institution on the RPC.

Staff recommends approval.

BOARD ACTION

I move to appoint Shawn Miller as a member of the State Board of Education Retirement Plan Committee.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

Shawn Miller

shawn.o.miller@gmail.com

[linkedin.com/in/shawn-miller](https://www.linkedin.com/in/shawn-miller)

2588 E. Boomer Lane, Boise, Idaho 83714

208-608-6829

About Me

- Passionate about helping people through HR strategies
- Human Resources Director overseeing all HR disciplines. Enjoy leading a department that focuses on the employee and customer experience
- Leading cultural change to drive employee engagement, which is the core to a successful organization
- Practiced employment and traditional labor law representing management in national law firms

Career Summary

Associate Vice President Human Resources at Boise State University

October, 2017 – Present

Oversee all HR functions for the University

Human Resources Director at City of Boise

November, 2004 – October, 2017

Oversaw all HR functions for the City, including:

- Deliberate focus on organizational culture
- Performance management, discipline, grievances
- Organizational development and training
- Policy development
- Recruiting and on-boarding
- Payroll
- Risk management in self-insured environment
- HRMS and timekeeping software implementations
- Support multi-site employer with up to 2,000 non-unionized/unionized employees
- Supervise a staff of 27
- City of Boise's employee engagement level - our latest employee survey revealed that over 90% of our employees are proud to work at the City

Human Resources Director/In-House Counsel at Washington District, Phoenix, Arizona
November, 1997–November, 2004

Oversaw all HR Functions for the largest elementary district in the Arizona (32 schools, 27,000 students), including:

- Employee and labor relations
- Performance management, discipline, termination of tenured/non-tenured professionals
- Workplace investigations
- Recruiting in a competitive field
- Advised governing board, superintendent, and principals
- Recruiting and on-boarding in a competitive environment
- Policy development
- Risk management in self-insured environment
- Support multi-site employer with 2,700 employees, including unionized and non-unionized employees
- Supervised a staff of 10

Private Law Practice, Illinois, Minnesota, and Arizona
Worked in law firms and represented employers in all areas of employment and labor law defense

Education

Northern Illinois University College of Law, DeKalb, Illinois
Juris Doctorate, *Magna Cum Laude*, Class Rank: 5/87

Brigham Young University, Provo, Utah
Bachelor of Arts, English, G.P.A.: 3.33, Dean's List

References

- I am happy to provide references from my current employer at the appropriate stage of the hiring process

Proud About

- Amazing wife and five precious sons
- Boise State University Women and Leadership 2016 Conference – Highest Rated skill builder, entitled “Building an Authentic Workplace Culture”
- Beekeeper and hobby farmer
- Eagle Scout

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UNIVERSITY OF IDAHO

SUBJECT

Request for construction approval for Pitman Center exterior repairs.

REFERENCE:

August 2018

Idaho State Board of Education (Board) approved Capital Budget Request in the updated University of Idaho (UI) six-year plan.

August 2018

The Board authorized Planning and Design Phases for the proposed Bruce M. Pitman Center Exterior Elevation Repairs.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2, Educational Attainment

BACKGROUND/DISCUSSION

This agenda item is an authorization request to allow UI to proceed with the Bid and Construction phases of a Capital Project to replace the existing ceramic tile elevation on the Bruce M. Pitman Center (BPC) located on the main campus of the UI in Moscow.

The full, anticipated project cost is \$1,621,700. Partial funding for this effort in the amount of \$1,021,700 was achieved through the supplemental FY2019 Permanent Building Fund (PBF) process. The remaining funding is to consist of \$600,000 from the UI central strategic reserves.

Planning Background and Project Description

The Bruce M. Pitman Center is a multi-use facility which houses key general education departments, many of which relate to the matriculation and enrollment management functions. Student Financial Aid, University Registrar, Student Accounts, University Admissions, Enrollment Management and the Campus Visits Office are located in the building. In addition, other general education functions such as Records Management, Disabilities Support Services, and Human Resources Employee Development & Training also reside with the Pitman Center.

In addition to the general education functions housed within the Pitman Center, the facility is also used for non-general education functions such as student media, conferences and events. UI apportions costs for maintenance, repairs and capital

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improvements according to an established ratio of 60/40 general education funding to non-general education funding.

The Bruce M. Pitman Center was built out in several phases and iteration over time. The newest addition to the structure dates to 1963 and is now 55 years old. Thus, the facility is approximately half way through an assumed life cycle of 100 years. While the facility is in generally good condition, and is assumed to remain for the foreseeable future in UI's Long-Range Campus Development Plan (LRCDP), this 1963 wing is sheathed in an exterior ceramic mosaic tile skin which is now failing. The remaining portions of the exterior of the Pitman Center are cast concrete and clay brick masonry. These systems are in good condition and not of concern or part of the scope of this project.

In the past year, the failure rate of the ceramic tile exterior has dramatically increased, and tiles have fallen onto sidewalks and roof areas below. To date, there have not been any injuries, but the roof systems at lower roofing surfaces have been damaged and required repairs. Unfortunately, the original tile was pre-assembled in modular sheets and the tile is no longer manufactured or available. Therefore it is impossible to replace patches of missing, peeling and cracked tile with a matching tile. In addition the exterior walls are single-wythe concrete masonry units featuring below standard thermal insulation, leading to severe energy inefficiency and losses.

In the winter of 2017/18, the UI commissioned an evaluation and analysis of the exterior systems of the Pitman Center. Castellaw Kom Architects (CKA) of Lewiston, Idaho, conducted the analysis and issued a report entitled "Pitman Center Exterior Renovation Feasibility Study," dated March 2018.

The CKA report evaluated several possible solutions and focused on five alternatives. The recommended solution is the installation of an exterior rain screen system which can be sheathed in exterior skin options such as metal or terracotta panels. In addition, the system also offers the opportunity to add rigid insulation to the building. This new rigid insulation will be weather protected by the new exterior skin and will provide large operational savings as a result of reduced energy consumption.

In April 2018, UI submitted a request for funding to the Permanent Building Fund (PBF) as part of the process made possible by the appropriation of supplemental Alteration and Repair Category funding by the 2018 Legislature. In May, 2018, UI was notified by the Division of Public Works that the project received PBF funding in the amount of \$1,021,700. UI will supplement this funding with an allocation of \$600,000, making the total project funding \$1,621,700.

Upon receipt of authorization from the Board for the Planning and Design Phase, the State of Idaho Division of Public works selected Castellaw Kom Architects to serve as the design architect for the project. CKA has worked with project

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managers and stakeholders from the Division of Public Works and UI to develop the construction documents necessary for bidding. These construction documents are currently in production. It is anticipated that the project will be ready to advertise and bid by the Division of public Works in March, 2019. This will allow for award of the bid in April, and for the project to begin construction activities in mid-May of 2019, immediately following UI's Commencement. Construction completion is anticipated in fall 2019.

Authorization Request

This request is for the requisite Capital Project Bid and Construction Phase Authorization necessary to implement the proposed exterior elevation repair at the Bruce M. Pitman Center.

The total project effort, including the PBF supported portion, is currently estimated at \$1,621,700, to include design and construction costs and appropriate and precautionary contingency allowances.

The project is consistent with the outreach, recruitment, retention, enrollment management, work force development and extended, continuous learning strategic goals and objectives of the UI. As such, the project is fully consistent with UI's strategic plan.

In addition the project is fully consistent with the principles, goals, and objectives of UI's Long Range Campus Development Plan (LRCDP).

IMPACT

The total fiscal impact of this effort is anticipated to be \$1,621,700.

Overall Project

Funding

State	\$ 1,021,700
Federal (Grant):	
Other (UI)	
University	600,000
Gifted Funds	
Total	<u>\$ 1,621,700</u>

Estimate Budget

A/E & Consultant Fees	\$ 159,491
Construction	1,297,000
Construction Cont.	129,700
Owner Cost & FFE	6,784
Project Cont.	<u>28,725</u>
Total	\$ <u>1,621,700</u>

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

STAFF COMMENTS AND RECOMMENDATIONS

The planning and design phase of this project was approved at the August 2018 Board meeting. At that meeting, the Board also approved an amended six-year capital plan that included these repairs. The estimated total cost of the project is the same as it was in August.

Staff recommends approval.

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BOARD ACTION

I move to approve the request by the University of Idaho to implement the Bid and Construction phases of a Capital Project to replace certain exterior ceramic tile on the Bruce M. Pitman Center, for a total cost of \$1,621,700, as described in Attachment 1. Approval includes the authority to execute all necessary and requisite consulting and vendor contracts to fully implement all phases of the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
 Capital Project Tracking Sheet
 As of February, 2019

History Narrative

- 1 **Institution/Agency:** University of Idaho **Project:** Capital Project Authorization Request, Bid and Construction Phases, Bruce M. Pitman Exterior Elevation Repairs, University of Idaho, Moscow, Idaho.
- 2 **Project Description:** A Capital Project to provide for the repair by replacement the existing ceramic tile elevation on the Bruce M. Pitman Center (BPC) located on the main campus of the University of Idaho in Moscow, Idaho.
- 3 **Project Use:** As currently envisioned, it is the intent of the University of Idaho to implement a capital project to repair the existing exterior of a portion of the Bruce M. Pitman Center (BPC) on the main campus of the University of Idaho. The project will address those portions of the BPC currently sheathed with a ceramic tile exterior skin. The ceramic tile is currently failing and cannot be repaired as it is no longer available. The clay brick masonry portions of the BPC will remain as is.
- 4 **Project Size:** The existing Bruce M. Pitman Center is 115,400 gsf. This will not be changed as a result of this project.

Project Cost History:	Sources of Funds				Use of Funds*			Total Uses
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other**	
Initial Cost of Project. Planning, Programming and Design Phase Authorization request. August 2018.	\$ 1,021,700	\$ -	\$ 600,000	\$ 1,621,700	\$ 146,900	\$ 1,113,200	\$ 361,600	\$ 1,621,700
History of Revisions:								
Revised Cost of Project. Bid, Award and Construction Phase Authorization Request. February 2019.	\$ -	\$ -	\$ -	\$ -	\$ 12,591	\$ 183,800	\$ (196,391)	\$ -
Total Project Costs	\$ 1,021,700	\$ -	\$ 600,000	\$ 1,621,700	\$ 159,491	\$ 1,297,000	\$ 165,209	\$ 1,621,700

* Figures quoted are for the Total Project Cost. The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

** Owner's Costs, FFE, & Project Contingency, Any carry forward amounts are to be used in future phases which may be approved by the Board of Regents.

History of Funding:	PBF	ISBA	Other Sources of Funds			Total Other	Total Funding
			Institutional Funds (Gifts/Grants)	Student Revenue	Other***		
Initial Project funding via the FY201 PBF Supplemental Process. Funds will be available 1 July 2018.	\$ 1,021,700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,021,700
Initial Cost of Project. Planning, Programming and Design Phase Authorization request. August 2018.	\$ -	\$ -	\$ -	\$ -	\$ 600,000	\$ 600,000	\$ 600,000
Revised Cost of Project. Bid, Award and Construction Phase Authorization Request. February 2019.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 1,021,700	\$ -	\$ -	\$ -	\$ 600,000	\$ 600,000	\$ 1,621,700

*** UI Central Strategic Reserves

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SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

REFERENCE

August 2018 Board received quarterly report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a., Postsecondary Program Approval and Discontinuance

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Goal 3: Workforce Readiness, Objective A: Workforce Alignment. IV. Increase in postsecondary programs tied to workforce needs; and Objective B: Medical Education. V. Medical related postsecondary programs (other than nursing).

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.c.i. and 4.b, prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or career technical education programs with a financial impact of less than \$250,000 per fiscal year.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho’s public postsecondary institutions that were approved between August 2018 and January 2019 by the Executive Director.

ATTACHMENTS

Attachment 1 – List of Programs and Changes Approved by the Executive Director

IMPACT

The report will provide the Board with a complete list of new academic and career technical programs and changes approved by the Executive Director over a three-month period consistent with Board Policy III.G.

BOARD ACTION

This item is for informational purposes only.

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Academic Programs

Approved by Executive Director
August 2018 and January 2019

Institution	Program Changes
ISU	New Bachelor of Applied Science (BAS) in Robotics Engineering Technology
ISU	Discontinue Bachelor of Arts in Economics
ISU	Discontinue Bachelor of Arts in German for Business and Professions
ISU	Discontinue Bachelor of Arts in French for Business and Professions
ISU	Discontinue Bachelor of Arts in Spanish for Business and Professions
ISU	New Bachelor of Business Administration in Economics
ISU	Discontinue Bachelor of Arts in Theatre, Film, and Video
UI	New BA/BS in Communications

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	<p>New graduate certificates:</p> <ul style="list-style-type: none"> • User Research • Computer Assisted Language Learning • English Language Development PreK-12
BSU	<p>New undergraduate certificates:</p> <ul style="list-style-type: none"> • Engineering Design • Human Rights • Principles of Grant Development and Grant Writing
BSU	<p>New minors:</p> <ul style="list-style-type: none"> • Korean Studies • Critical Theory
BSU	Discontinue two emphases: Certification and Leadership and Human Relationship under the Bachelor of Arts in Elementary Education
BSU	<p>Name changes:</p> <ul style="list-style-type: none"> • Change Dual Early Childhood Intervention, Elementary Education Certification, Bachelor of Arts, to Dual Blended Early Childhood/Early Childhood Special Education, Elementary Education, Bachelor of Arts • Change Dual Special Education, Early Childhood Intervention Certification, Bachelor of Arts to Dual Special Education, Early Childhood Special Education, Bachelor of Arts • Change Dual Special Education, Elementary Education Certification, Bachelor of Arts to Dual Special Education, Elementary Education, Bachelor of Arts • Change Early Childhood Intervention, Bachelor of Arts to Blended Early Childhood/Early Childhood Special Education, Bachelor of Arts • Department of Communication to Department of Communication and Media

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Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	New emphases: <ul style="list-style-type: none"> • New Data Science emphasis under the existing Ph.D. in Computing • Entrepreneurship emphasis under Bachelor of Science, Computer Science • Mathematics Education emphasis under Master of Science in Mathematics • Three new emphases in Secondary Education, Pre-Medical, and EngineeringPLUS under the Bachelor of Science in Engineering
ISU	Undergraduate Certificates: <ul style="list-style-type: none"> • Training and Development • Career and Technical Education • Online, Medical Anthropology (graduate certificate) • Biomedical Ethics (graduate certificate)
ISU	New Minor in Film Studies
ISU	Discontinue two minors: Human Resource Development and Organizational Leadership
CSI	Program changes to existing Associate of Science in Equine Business Management
CWI	New academic certificates in Biotechnology Laboratory Assistant and Geographic Information Systems
NIC	New certificate in American Indian Studies

Career Technical Education Programs
Approved by Executive Director

Institution	Program Changes
CSI	Discontinue Basic Technical Certificate, Child Development Associate under the Early Childhood Education program
CWI	New Intermediate Technical Certificate, Practical Nursing
CWI	New Intermediate Technical Certificate, Medical Assistant
CWI	Inactivate Fire Service Technology, Wildland Fire Management, and Professional Truck Driving programs
ISU	Change the Advanced Technical Certificate to an Intermediate Technical Certificate in Practical Nursing and to change the Intermediate Technical Certificate to an Advanced Technical Certificate in Automotive Technology – in response to accreditation requirements and Technical Advisory Committee

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
CSI	Program changes to existing Early Childhood Education program

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BOISE STATE UNIVERSITY

SUBJECT

Discontinuance of the Master of Science in Mathematics Education

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness – The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

BACKGROUND/DISCUSSION

Boise State University proposes to discontinue their Master of Science (M.S.) in Mathematics Education. The degree has had low faculty workload allocation since its inception, and has had low enrollments since changes in 2009 to regional funding and salary schedules associated with in-service teacher professional development. The program was flagged in the fifth quintile during program prioritization due to low enrollments and graduation counts, additionally recruitment and curriculum changes in the past four years have not increased enrollment to sustainable levels. In addition, the discontinuation of their program will help to reduce the currently excessive number of graduate programs at Boise State University supporting teachers of mathematics.

Boise State University will continue to meet the need for graduate education options for local teachers of mathematics through multiple existing programs offered in the College of Education (e.g. Master of Arts in Curriculum & Instruction, M.S. in STEM Education, Master's of Educational Technology, Graduate Certificate in Mathematical Thinking for Instruction), and through a new area of emphasis in Mathematics Education in the existing M.S. in Mathematics degree (approved by the Graduate Council in November 2018).

IMPACT

In the past five years, the program has offered 2-3 classes per summer and 1-2 classes during weeknight evenings in the academic year in order to reach local mathematics teachers. However, the target population of teacher-participants has expressed low overall interest (due to high cost for their income and low professional incentives for graduate study). Enrollment has typically been three to eight students per class, with an average of four graduates per year.

ATTACHMENTS

Attachment 1 – Proposal to discontinue M.S. in Mathematics Education.

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STAFF COMMENTS AND RECOMMENDATIONS

Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The Council on Academic Affairs and Programs as well as Board staff reviewed the proposed program discontinuation and recommends Board approval.

BOARD ACTION

I move to approve the request by Boise State University to discontinue the Master of Science in Mathematics Education as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. 19-002

Idaho State Board of Education
Proposal for Discontinuation


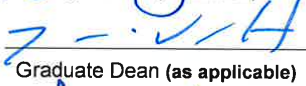
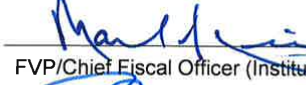


Date of Proposal Submission:	December 11, 2018
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Department of Mathematics

Program Identification for Proposed Discontinued Program:

Title:	Mathematics Education
Degree/Certificate:	Master of Science
Method of Delivery:	Face-to-face
CIP code:	13.1311
Proposed Discontinuation Date:	Fall 2019

Indicate whether this request is a discontinuation of either of the following:

- | | |
|--|--|
| <input type="checkbox"/> Undergraduate Program | <input checked="" type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Graduate Certificate |
| <input type="checkbox"/> Administrative/Instructional Unit | <input type="checkbox"/> Other |
| <input type="checkbox"/> CTE Program (check all that apply) | |
| <input type="checkbox"/> Basic Technical Certificate | |
| <input type="checkbox"/> Intermediate Technical Certificate | |
| <input type="checkbox"/> Advanced Technical Certificate | |
| <input type="checkbox"/> Associate of Applied Science Degree | |

	11/27/18	_____	_____
College Dean (Institution)	Date	State Administrator	Date
	12/3/18	_____	_____
Graduate Dean (as applicable)	Date	Academic Affairs Program Manager	Date
	12/6/18	_____	_____
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
	12/3/18	_____	_____
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date
	12/11/18	_____	_____
President	Date	SBOE/Executive Director Approval	Date

1. Provide rationale for the discontinuance.

Boise State proposes the discontinuation of the traditional face-to-face Master of Science in Mathematics Education degree program. The degree has had low faculty workload allocation since its inception, and has had low enrollments since changes in 2009 to regional funding and salary schedules associated with in-service teacher professional development. The program was flagged in the fifth quintile during program prioritization due to low enrollments and graduation counts, and recruitment and curriculum changes in the past 4 years have not increased enrollment to sustainable levels. In addition, the discontinuation of this program will help to reduce the currently excessive number of graduate programs at Boise State supporting teachers of mathematics (see section 2.b.).

In the past 5 years, the program has offered 2-3 classes per summer and 1-2 classes during weeknight evenings in the academic year in order to reach local mathematics teachers. However, the target population of teacher-participants has expressed low overall interest (due to high cost for their income and low professional incentives for graduate study). Enrollment has typically been 3 to 8 students per class, with an average of 4 graduates per year. The faculty are heavily involved in grant-funded projects, concurrent-enrollment supervision, and other professional development activities, providing regular opportunities for engagement with local teachers outside of graduate courses, and leaving little workload for investing in efforts to overhaul the program.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

The program currently has 7 participants, including 3 working on their culminating projects, 1 currently inactive, and 3 who will complete their coursework by Summer 2019. The graduate faculty will work individually with remaining program participants during the 2019-2020 academic year to complete outstanding culminating project work, and faculty will offer at least 2 graduate mathematics education courses. The program coordinator, Dr. Joe Champion will advise all students on options for completing any outstanding degree requirements (if needed) through Summer 2020.

- b. Is there an alternative program/major or field of study? If so, please describe.

Boise State will continue to meet the need for graduate education options for local teachers of mathematics through multiple existing programs offered in the College of Education (e.g., MA in Curriculum & Instruction, MS in STEM Education, Master's of Educational Technology, Graduate Certificate in Mathematical Thinking for Instruction), and through a new area of emphasis in Mathematics Education in the existing MS in Mathematics degree (approved by the Graduate Council in November 2018).

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Immediately upon approval of this proposal, the program coordinator, Dr. Joe Champion, will

notify all existing students of the discontinuation of the program and offer one-on-one advising for remaining degree planning and advising. In addition, face-to-face meetings with the program coordinator will be made available to all program participants during Summer 2019.

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Idaho	Master of Arts in Teaching (MAT) in Mathematics	The MAT in Mathematics is for certified teachers who want to strengthen their subject matter preparation.
Idaho State University	Master of Arts (MA) in Mathematics for Secondary Teachers	The MA in Mathematics for Secondary Teachers enhances the mathematical training of secondary teachers and equips such teachers with a broad and modern background in mathematics.

4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Headcount Enrollment in Program				Number of Graduates From Program			
	FY16	FY17	FY18	FY19	FY15	FY16	FY17	FY18
BSU MS in Mathematics Education	8	16	7	7	3	5	3	7
ISU MA in Mathematics for Secondary Teachers	Institution unable to provide data				Institution unable to provide data			
UI MAT in Mathematics	6	7	1	Not available	3	3	2	4

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.
The discontinuance will directly improve the MS Mathematics program, and indirectly support the graduate

programs in the College of Education by simplifying the graduate education offerings for local mathematics teachers. In addition, the change will indirectly support the Concurrent Enrollment program, by supporting a better program for local teachers to become qualified to teach college mathematics (i.e., the MS Mathematics degree with a Mathematics Education emphasis).

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

We do not anticipate any changes to faculty workload assignments. Faculty will continue teaching the courses and advising graduate students as part of the MS Mathematics program, additionally some of these student enrollments will be from the College of Education graduate programs for in-service mathematics teachers.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

None. This program was initially proposed without request for resources (with primary costs of instruction shifted to summer courses), there is no formal workload attached to the administration of the program, and the discontinuance will not affect workload requirements.

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IDAHO STATE UNIVERSITY

SUBJECT

Discontinuance of Non-traditional PharmD Program (NTPD)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness – The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness. Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce. IV. Increase in postsecondary programs tied to workforce needs; and Objective B: Medical Education. V. Medical related postsecondary programs (other than nursing).

BACKGROUND/DISCUSSION

The Non-traditional PharmD program originated because of the change in pharmacy licensure requirements from the previous 5-year bachelor's degree to the doctor of pharmacy degree in 2000. This program enables previous Bachelor of Science (B.S.) graduates to expand their skills and knowledge as part-time students while maintaining their employment. After 30 years of operation, the pool of B.S. pharmacists desiring to upgrade has been exhausted. The program has fulfilled its purpose and is now at the point where it is no longer needed.

IMPACT

Fiscal impact of revenue loss has been mitigated through staff and faculty retirements and/or reassignment of responsibilities.

ATTACHMENTS

Attachment 1 –Non-traditional PharmD program proposal

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy III.G.3.c.i (3) currently requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The Council on Academic Affairs and Programs and Board staff reviewed the proposed program discontinuation and recommends Board approval.

BOARD ACTION

I move to approve the request by Idaho State University to discontinue the Non-traditional PharmD Program as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. **2018-09**

Attachment 1

**Idaho State Board of Education
Proposal for Discontinuation**



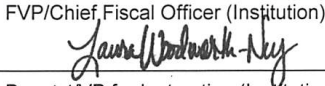
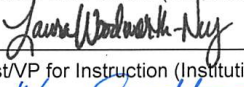

Date of Proposal Submission:	October 30, 2018
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Pharmacy
Name of Department(s) or Area(s):	Non-traditional PharmD Program (NTPD)

Program Identification for Proposed Discontinued Program:

Title:	Non-Traditional Doctor of Pharmacy
Degree/Certificate:	PharmD
Method of Delivery:	Asynchronous video didactic courses and 18 weeks of advanced practice experiences
CIP code:	51.2001
Proposed Discontinuation Date:	12-31-2019

Indicate whether this request is a discontinuation of either of the following:

- | | |
|--|--|
| <input type="checkbox"/> Undergraduate Program | <input checked="" type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Graduate Certificate |
| <input type="checkbox"/> Administrative/Instructional Unit | <input type="checkbox"/> Other |
| <input type="checkbox"/> CTE Program (check all that apply) | |
| <input type="checkbox"/> Basic Technical Certificate | |
| <input type="checkbox"/> Intermediate Technical Certificate | |
| <input type="checkbox"/> Advanced Technical Certificate | |
| <input type="checkbox"/> Associate of Applied Science Degree | |

	10/24/18		
College Dean (Institution)	Date	State Administrator	Date
			
Graduate Dean (as applicable)	Date	Academic Affairs Program Manager	Date
	10/24/18		
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
	10/25/18		
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date
	10-29-18		
President	Date	SBOE/Executive Director Approval	Date

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Attachment 1

1. Provide rationale for the discontinuance.

Non-traditional PharmD programs originated because of the change in pharmacy licensure requirements from the previous 5-year bachelor's degree to the doctor of pharmacy degree in 2000. This program enabled previous B.S. graduates to expand their skills and knowledge as part-time students while maintaining their employment. After 30 years of operation, the pool of B.S. pharmacists desiring to upgrade has been exhausted. The program has fulfilled its purpose and is now at point where it is no longer needed.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

The last cohort of students includes 6 students who have completed all requirements and are awaiting graduation in May 2019. The remaining 7 students have completed all didactic course requirements and will finish their experiential requirements by Fall semester 2019.

- b. Is there an alternative program/major or field of study? If so, please describe.

No, there are other programs available thru other universities but their curricular structure is significantly different. All students will be accommodated through successful degree completion. No students will need to transfer.

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

All students currently enrolled in the NTPD program were notified in January 2015 of the timeline for program discontinuation. The last admission cohort has been diligently monitored to ensure acceptable progress.

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Univ of Florida	Non-Traditional PharmD	Similar program but different curricular structure
Shenandoah Univ	Non-Traditional PharmD	Similar program but different curricular structure
Univ Of Colorado	Non-Traditional PharmD	Similar program but different curricular structure

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4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Headcount Enrollment in Program				Number of Graduates From Program			
	FY16__	FY17__	FY18__	FY19__ (most recent)	FY16	FY17__	FY18__	FY19__ (most recent)
BSU	NA							
ISU	52	37	20	13	15	18	6	13
UI	NA							
LCSC	NA							

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

No impact on other programs. The University and College of Pharmacy has fulfilled its mission to practicing pharmacists by providing an educational opportunity to expand their professional skills and abilities. The College continues to fulfill its nearly 100 year history of educating and training highly competent and caring pharmacists for Idaho and the nation.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

Staff and faculty reductions resulting from this program discontinuation have been met through retirements and/or reassignment to other College program needs.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

Fiscal impact of revenue loss has been mitigated through staff and faculty retirements and/or reassignment of responsibilities.

CONSENT FEBRUARY 14, 2019

Attachment 1

Program Resource Requirements.

Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the

- program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY <u>19</u>		FY <u>20</u>		FY <u>21</u>		FY <u>22</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	0	0						
B. Shifting enrollments	0	13						
Total Enrollment	0	13	0	0	0	0	0	0

II. REVENUE

	FY <u>19</u>		FY <u>20</u>		FY <u>21</u>		FY <u>22</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00						
2. Institution Funds	\$0.00	\$0.00						
3. Federal	\$0.00	\$0.00						
4. New Tuition Revenues from Increased Enrollments	\$0.00	\$0.00						
5. Student Fees	\$0.00	\$75,600.00						
6. Other (i.e., Gifts)	\$0.00	\$0.00						

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Total Revenue \$0 \$75,600 \$0 \$0 \$0 \$0 \$0 \$0

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.*

III. EXPENDITURES

	FY 19		FY 20		FY 21		FY 22	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.0	0.00						
2. Faculty	\$0.00	\$0.00						
3. Adjunct Faculty	0	\$5,250.00						
4. Graduate/Undergrad Assistants	0	\$0.00						
5. Research Personnel	0	\$0.00						
6. Directors/Administrators	0	\$0.00						
7. Administrative Support Personnel	0	\$0.00						
8. Fringe Benefits	0	\$0.00						
9. Other:	0	\$0.00						
Total Personnel and Costs	<u> \$0 </u>	<u> \$5,250 </u>	<u> \$0 </u>	<u> \$0 </u>	<u> \$0 </u>	<u> \$0 </u>	<u> \$0 </u>	<u> \$0 </u>

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	<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>		<u>FY 22</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>		<u>FY 22</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

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	FY <u>19</u>	FY <u>20</u>	FY <u>21</u>	FY <u>22</u>				
D. Capital Facilities Construction or Major Renovation	_____	_____	_____	_____	_____	_____	_____	_____
E. Other Costs								
Utilities	_____	_____	_____	_____	_____	_____	_____	_____
Maintenance & Repairs	_____	_____	_____	_____	_____	_____	_____	_____
Other _____	_____	_____	_____	_____	_____	_____	_____	_____
Total Other Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
 TOTAL EXPENDITURES:	<u>\$0</u>	<u>\$5,250</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
 Net Income (Deficit)	<u>\$0</u>	<u>\$70,350</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.B. FTE is calculated using..."):

I.A.B.	

CONSENT
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SUBJECT

Institution President Approved Alcohol Permits

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

ALIGNMENT WITH STRATEGIC PLAN

Governance/Oversight required through Board policy to assure a safe environment for students conducive to the institution's mission of educating students.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the Regular December 2018 Board meeting. Since that meeting, Board staff has received twenty-nine (29) permits from Boise State University, five (5) permits from Idaho State University, two (2) permits from the University of Idaho and two (2) permits from Lewis-Clark State College.

Attachment 1 lists the alcohol permits that have been approved by the presidents since the last Board meeting.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

BOARD ACTION

I move to accept the report on institution president approved alcohol permits.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
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ATTACHMENT 1

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY January 2019 – August 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Coaches Club Holiday Social	Recruiting Lounge	X		1/10/2019
Brian Regan	Morrison Center		X	1/11/2019
Pre-Concert Reception (Elton John)	President's Office	X		1/11/2019
Boise Philharmonic Reception	Morrison Center		X	1/12/2019
Kris Kristofferson & the Strangers	Morrison Center		X	1/15/2019
JP Morgan Chase Reception	Stueckle Sky Center		X	1/16/2019
Annual Agency Awards Banquet (Northwestern Mutual)	Student Union Building		X	1/19/2019
Harry Potter 2 in Concert	Morrison Center		X	1/19/2019
Epionce Corporate Celebration	Stueckle Sky Center		X	1/23/2019
The King and I	Morrison Center		X	1/25/2019
Redbuilt Sales Celebration	Stueckle Sky Center		X	2/01/2019
Whose Live Anyway	Morrison Center		X	2/01/2019
Lyle Lovett & John Hiatt	Morrison Center		X	2/04/2019
Idea of Nature	Student Union Building	X		2/06/2019
(re)Define	Morrison Center		X	2/08/2019
Idea of Nature	Student Union Building	X		2/14/2019
Boise Chamber CEO Reception	Benjamin Victor Art Studio and Gallery	X		2/19/2019
Alumni board of Directors Quarterly Board Meeting	Alumni and Friends Center	X		2/20/2019
Barrister's Ball	Stueckle Sky Center		X	3/08/2019
Idea of Nature	Student Union Building	X		3/13/2019
Henry's Fork Gala	Stueckle Sky Center		X	3/29/2019
Catsino 2018	Student Union building		X	3/29/2019

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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Idea of Nature	Student Union Building	X		4/17/2019
St. Luke's Foundation Reception	Stueckle Sky Center		X	4/17/2019
Boise Thorns and Timbers Annual Auction and Gala	Student Union Building		X	4/19/2019
Roosevelt Spring Fling Auction	Stueckle Sky Center		X	4/27/2019
Clear Creek Reception	Stueckle Sky Center		X	5/22/2019
2019 Family Medicine Residency of Idaho Graduation	Student Union Building		X	6/29/2019
Benski-Wittery Wedding Reception	Stueckle Sky Center		X	8/10/2019

**APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY
December 2018 – August 2019**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Stecklein-Lopez Wedding Reception	Stephens Performing Arts Center		X	12/22/2018
Symphony Dinner Concert	Stephens Performing Arts Center		X	2/08/2019
Symphony Concert and Reception	Stephens Performing Arts Center		X	4/26/2019
College of Science and Engineering Dean's Reception	Student Union Building	X		5/03/2019
Tocher Wedding	Quad Lawn		X	8/03/2019

**APPROVED ALCOHOL SERVICE AT
UNIVERSITY OF IDAHO
September 2018 – February 2019**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Gritman Employee Appreciation Banquet	Bruce Pitman Center		X	1/12/1019
Lionel Hampton Jazz Festival	Lighthouse	X		2/22-23/2019

**CONSENT
FEBRUARY 14, 2019**

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE January 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
ICA Fellowship, Body Positive Exhibit Opening	Center for Arts and History	X		2/01/2019
BDL Annual Meeting Reception	Center for Arts and History		X	2/05/2019

CONSENT
FEBRUARY 14, 2019

BOISE STATE UNIVERSITY

SUBJECT

Faculty Senate Constitution Amendments

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.S.

ALIGNMENT WITH STRATEGIC PLAN

Board of Trustees Governance Item

BACKGROUND/DISCUSSION

In November 2018, the Faculty of Boise State University ratified two Amendments to the Faculty Senate Constitution.

Currently, the Teaching and Research Faculty, nearly all of whom are Lecturers, share one senator, and adjuncts have one non-voting senator. These amendments would provide for the representation of the teaching and research faculty with 1 senator for every 50 faculty members (1:50). This is the same ratio as for clinical faculty, while the ratio for tenure-eligible faculty is 1:25. The second would give the single representative for adjuncts a vote. The senate has expressed the belief that these changes better reflect the composition of Boise State University's faculty, and provide for a Senate better able to represent all colleges.

In more detail, these are the proposed amendments:

Amendment #1 – Currently, one Adjunct/Affiliated Faculty representative may sit at all Senate meetings and participate in discussions, but cannot vote. The Faculty Senate approved including a vote for this representative to create a more inclusive representation from campus constituents. The changes include four separate red-lined portions of the Constitution: Article II, Article II(6), and Article V(4,5); an addition of the two-term language is added to Article V(3)(b) for Clinical Faculty.

Amendment #2 – Currently, there is only one representative for all teaching-only (lecturers) and research faculty. The Faculty Senate approved the use of a ratio of 1:50 for representation, which is similar to the ratio for clinical faculty representation on the Faculty Senate. The change is red-lined in Article V(2) of the Constitution.

IMPACT

Approval of the amendments to the Boise State University Faculty Constitution would provide for broader recommendation on the faculty senate.

CONSENT
FEBRUARY 14, 2019

ATTACHMENTS

Attachment 1 – Proposed amendments to the Faculty Senate Constitution of Boise State University

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.S. authorizes the faculty senate to establish written bylaws, a constitution, or necessary procedures for making recommendation to the chief executive officer as a part of the decision-making process of the institution. The written bylaws or constitution are required to be approved by the Board. The proposed amendments do not conflict with Board policy and allow for broader representation of the various types of faculty working at Boise State University.

Staff recommends approval.

BOARD ACTION

I move to approve proposed amendments to the Boise State University Faculty Senate Constitution.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
FEBRUARY 14, 2019

ATTACHMENT 1

Boise State University
Faculty Senate Constitution
Amended: ~~May 2016~~ November 2018
Effective Date: Upon Board Approval

PREAMBLE

To facilitate communication, understanding, and cooperation among the officers of Boise State University, and to ensure the orderly development of educational programs and policies committed to our trust, we, the President and Faculty of Boise State University, do hereby subscribe to this constitution establishing principles of organization, authority, and responsibility of the Boise State University Faculty. In adopting this constitution the President and Faculty of Boise State University affirm our belief in academic freedom and responsibility as specified in the Idaho State Board of Education policy (Section III.B, April 2002) and the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure.

Whereas, institutions of higher education are established for the common good and not to further the interest of either the individual teacher or the institution as a whole, and the common good depends upon the free search for truth and its free exposition through scholarship. Academic freedom is essential to these purposes and applies to teaching, research, and service. Academic freedom in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. Academic freedom in research is fundamental to the advancement of truth. Academic freedom in service is fundamental to the advancement of the common good and the development of educational programs and policies. Academic freedom should not be abridged or abused. Academic freedom carries with it duties correlative with rights.

Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Faculty are entitled to speak or write freely without institutional discipline or restraint on matters pertaining to faculty governance and development of educational programs and policies. College and university teachers are citizens, members of a learned profession, and officers of the educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Article I: Name

The Boise State University faculty as defined by Article II shall be referred to throughout this document as "the Faculty".

Article II: Membership

The Faculty of the University shall comprise five categories of members hereinafter referred to as: 1) Tenure/Tenure Eligible Faculty, 2) Teaching Faculty, 3) Clinical Faculty, 4) Research Faculty, and 5) Administrative Faculty.

Associated faculties constitute a sixth category: 6) Adjunct, Affiliate, and Visiting Faculty.; ~~members have the privilege of participation without vote in meetings of the University faculty.~~

Section 1: Tenure/Tenure Eligible Faculty

The Tenure/Tenure Eligible Faculty of the University will include all Tenure-track and Tenured Faculty with appointments as Professor, Associate Professor, Assistant Professor, Instructor, Departmental Chairpersons and professional librarians other than the Dean of the University Libraries.

Section 2: Teaching Faculty

The Teaching Faculty of the University will include all persons with appointments as Lecturer, Associate Lecturer, Assistant Lecturer.

Section 3: Clinical Faculty

The Clinical Faculty of the University will include all persons with appointments as Clinical Professor, Associate Clinical Professor, Assistant Clinical Professor and Clinical Instructor.

Section 4: Research Faculty

The Research Faculty of the University will include all persons with appointments as Research Professor, Associate Research Professor, and Assistant Research Professor.

Section 5: Administrative Faculty

The Administrative Faculty of the University will include the President of the University; the Provost of the University; administrative Vice Presidents; executive Heads or Deans of Colleges, Schools, Units, Divisions, Supportive Services, and the Library; and all such permanent administrative officials so designed by the President of the University and the State Board of Education.

Section 6: Adjunct, Affiliate, and Visiting Faculty

The Adjunct, Affiliate, and Visiting Faculty include those faculty with a limited contractual relationship with the University, including part-time (adjunct), non-compensatory (affiliate), and visiting faculty. ~~This category of faculty is not eligible to vote in faculty-wide deliberations or to have interest-group based representation on Faculty Senate.~~ Individuals in this category are not part of The Faculty.

Article III: Powers and Authority

Section 1: General; Recommendations are made to the President and the Provost and Vice President of Academic Affairs of the University.

a. The Faculty will provide recommendations on matters of educational policy within the limits prescribed by federal and state law and the regulations of the Idaho State Board of Education. Educational policy pertains to such matters as curricula, methods of instruction, facilities and materials for instruction, standards for admission and retention of students, and criteria for the granting of degrees. It also includes those aspects of student life that relate directly to the educational process including the establishment of regulations concerning financial aid, academic performance, extracurricular activities, and freedom of action and expression.

b. The Faculty will recommend policies and procedures governing the performance of research, scholarship and creative activities.

c. The Tenure/Tenure Eligible and Administrative Faculty will recommend policies and procedures governing faculty appointment, tenure, and promotion.

d. The Faculty will normally function through its representative body, the Faculty Senate (see Article V). However the Faculty will also have the rights of initiative and referendum, as specified in Article IV: Section 2e, Article V: Section 3d, and in Article VI: Section 1.

Section 2: College, Division, Unit, Department, and the Library

Within the limits of policies approved by the Idaho State Board of Education, the policies and practices within the particular College, Division, Department, or the Library will be determined by the Tenure/Tenure Eligible and Administrative Faculty of the specific College, Division, Department, or the Library and will normally be implemented by the interested Dean or Chairperson.

Article IV: Organization of the Faculty

Section 1: Officers

a. Presiding Officer

The President of the Faculty Senate or his or her designee will preside at the meetings of the Faculty Senate, and will oversee the reporting and distribution of the non-transcribed summary of the meeting. Upon completion of a one-year term, the President of the Faculty Senate will serve an additional year as past President.*

b. Vice President to the Faculty

The Vice President of the Faculty Senate (Article V, Section 3, a.1) will be the presiding officer of the Senate in the absence of the President of the Faculty Senate, will chair the Nominating Committee, and will be a member of the Steering Committee. In the event the President of the Faculty Senate is unable or unwilling to fulfill his/her duties, the Vice President will preside over the Senate until such time as the President is able to resume his/her duties or the President's original term expires. The Vice President of the Faculty Senate will administer, record, and report within that period specified in the Bylaws of this constitution to the Faculty (Article IV, Section 2). Following the completion of a one-year elected term, the Vice President will be the successor to the presidency of the Faculty Senate for a period of one year, provided a simple majority of the Senators present and voting are in agreement.* If a simple majority is not obtained, another nominee may be selected and voted into the position of President with a simple majority of the Senate present and voting.

c. Past President to the Faculty

The past President to the Faculty Senate will serve as a member of the Steering Committee and as an advisor to the President and Vice President of the Faculty Senate. They may be either a current member of the Senate or hold an ex-officio seat on the Senate.

*In the event the President and Vice President of the Faculty Senate are nominated, agree to serve, and are voted for by a simple majority of the Senators present and voting, subsequent terms of office will be allowed.

Section 2: Meetings of the Faculty

a. Schedule

Meetings of the Faculty may be called by the President of the University or the President of the Faculty Senate. The President of the Faculty Senate must call a meeting at the written petition of ten percent of the Faculty or a majority vote of the Senate.

b. Notice

Written notice of each meeting shall be circulated to the Faculty at least one week prior to the date of the meeting. The agenda for each meeting will be attached to the notice.

c. Quorum

Twenty-five percent of the Faculty constitute a quorum. Members must be physically present at such a meeting. Proxy votes will not be recognized for absent individuals.

The Office of the Provost and Vice President for Academic Affairs will provide on September 1 the number of the Faculty as described in Article II.

d. Procedure

Each member of the Faculty will have a free and equal voice in all deliberations. Each member of the Faculty will be entitled to one vote. Any member of the Faculty may submit agenda items to the Faculty Senate President. Such items must be received at least one week prior to a scheduled meeting. In the absence of special regulations to the contrary, the most recent edition of Robert's Rules of Order as designated by the President of the Faculty Senate shall govern the procedure of all meetings of the Faculty

e. Faculty Review of Senate or Presidential Action

(1) The Faculty may contest an action taken by the Faculty Senate or a failure to act on an initiative petition. To override a specific action of the Faculty Senate, the Faculty may conduct a vote. A two-thirds majority among the voters will override a Faculty Senate action. A majority of those present and voting at a meeting may call for a vote of the Faculty. According to the provisions of Article V, Section 3d, such ballot will be accompanied by the minutes of the meeting sent to each member of the Faculty. The Vice President of the Faculty Senate will administer record and report the vote within that period specified in the bylaws of this constitution.

(2) The Faculty may contest a University Presidential action. A two-thirds majority among the voters will be required to contest an action of the University President. The President of the Faculty Senate will communicate the results of a contested action to the Idaho State Board of Education if a two-thirds margin is achieved.

f. Financial Support

Financial support will be provided by the Office of the Provost in negotiation with the President of the Faculty Senate.

Article V: The Faculty Senate

Section 1: Membership

a. Composition

(1) Tenure/Tenure Eligible Faculty; Voting Members

(a) Each College, Unit, or Division will be entitled to at least two Tenure/Tenure Eligible Faculty representatives to the Faculty Senate except the library which will be entitled to at least one Tenure/Tenure Eligible Faculty representative. Tenure/Tenure Eligible Faculty representatives will be elected by the Tenure/Tenure Eligible Faculty in the College, Unit, or Division of the University.

(b) Senate representation will be determined on the ratio of one Senator per 25 Tenure/Tenure Eligible Faculty in the College, Unit, or Division of the University with the exception of the Graduate College which will have no more than two Senators.

(c) Every January at the first meeting of the spring semester, the Provost will provide the Faculty Senate with data on faculty membership. The Faculty Senate will review the apportionment of the Faculty from each College, Unit, or Division, and adjust apportionment as necessary to meet constitutional membership.

(2) Teaching and Research Faculty; Voting Members

(a) Teaching and Research Faculty ~~will have one voting representative on the Faculty Senate~~ representation on the Faculty Senate will be

determined on the ratio of one Senator per 50 Teaching and Research Faculty.

(b) Teaching and Research Faculty representatives will serve two-year terms.

(3) Clinical Faculty; Voting Members

(a) Clinical Faculty Senate representation will be determined on the ratio of one Senator per 50 Clinical Faculty.

(b) Clinical Faculty representatives will serve two-year terms.

(4) Adjunct, Affiliate, and Visiting Faculty; Voting Member

(a) Adjunct, Affiliate, and Visiting Faculty will collectively have one Senate representative.

(b) Adjunct, Affiliate, and Visiting Faculty representatives will serve two-year terms.

~~(4)~~ (5) Nonvoting Members

(a) The President of ASBSU or his or her designee.

(b) The President of the University or his or her designee.

(c) The Dean or Head of each College, Unit or Division and Library.

b. Selection

(1) Tenure/Tenure Eligible Faculty

(a) Tenure/Tenure Eligible Faculty Senators will be elected by each College, Unit or Division of the University.

(2) Teaching and Research Faculty

(a) The process of electing Teaching and Research Faculty Senators will be established in the Senate Bylaws.

(3) Clinical Faculty

(a) The process of electing Clinical Faculty will be established in the Senate Bylaws.

c. Term of Office

Elected members normally will serve for two years. Initially, provision shall be made for rotating terms of office so that one half of the elected-chairs will be vacated each year. Recall of any Tenure/Tenure Eligible or Administrative Faculty elected members of the Senate will be considered only at a meeting of the Tenure/Tenure Eligible and Administrative Faculty from the College, Unit or Division that elected the Senator, called for such a purpose at least one week in advance of the meeting date. Approval will require an affirmative vote of two-thirds of the Tenure/Tenure Eligible and Administrative Faculty from that College, Unit or Division who are present at that meeting.

Recall of any elected Clinical Faculty members of the Senate will be considered only at a meeting of the Clinical Faculty at least one week in advance of the meeting date.

Approval will require an affirmative vote of two-thirds of the Clinical Faculty who are present at that meeting.

d. Responsibility

All members of the Senate are uninstructed representatives. Having sought the counsel and advice of their colleagues, Senate members will be free to exercise their own judgment on matters of decision and vote.

e. Restructuring

Newly created Colleges, Units, and Divisions of the University will be represented as provided in Article V, Section I a. (1-3). Implementation will be in accordance with the Bylaws of the Faculty Senate.

Section 2: Authority and Functions of the Faculty Senate

a. Authority

The Faculty Senate will have the authority and responsibility to act for and in behalf of the Faculty. Actions of the Faculty Senate will be effective without approval of the Faculty except that such actions will be subject to challenge, by the Faculty (as specified in Article IV, Section 2, Paragraph e) or by the President of the University.

b. Functions

Within the framework established by the Idaho State Board of Education, the Faculty Senate will, as the representative body of the Faculty:

- (1) Recommend to the President and Provost and Vice President of academic affairs requirements for admission and for degrees.
- (2) Act upon all new courses and curricula, changes in established curricula, and curricular policies involving relationships between Colleges, Units, or Divisions.
- (3) Recommend to the President and Provost and Vice President of academic affairs criteria for academic rank, tenure, and professional welfare.
- (4) Provide for the review and mediation of disputes involving professional ethics and grievances.
- (5) Recommend to the President and Provost and Vice President of academic affairs policies and procedures governing the performance of research, scholarship and creative activities.
- (6) Maintain such committees and councils as are necessary for the implementation of Article III, Section 1, of this constitution.
- (7) Receive and consider reports from committees and councils and take appropriate action thereon.
- (8) Inform the Faculty of its actions.

Section 3: Organization of the Senate

a. Officers

- (1) The Senate shall elect annually from among its academic members a President and Vice President.

b. Meetings

- (1) Regular and special meetings of the Faculty Senate will be held throughout the academic year at times specified in the bylaws.
- (2) Regular and special meetings of the Faculty Senate are open.
- (3) Non-Senate members may only address the Senate when called upon by the Faculty Senate presiding officer.
- (4) Executive session of the Faculty Senate may be called for by the President of the Faculty Senate. An Executive session is a closed meeting of the Steering Committee.

c. Rules

The Faculty Senate is empowered to make rules governing its own organization and procedure subject to the conditions of this Constitution and the following:

- (1) A simple majority of voting members of the Senate will constitute a quorum. If quorum is lost, the meeting will be immediately adjourned and the discussion will continue at the next regularly scheduled meeting or special session of the Faculty Senate.
- (2) All actions of the Senate will be by simple majority of members present and voting, unless otherwise specified in the bylaws.
- (3) A digest of the Senate meeting minutes will be distributed to the Faculty without delay.

d. Agenda

At least one week prior to any Senate meeting, the President of the Faculty Senate will publish an agenda and distribute the agenda to the Faculty. Any Senator may submit

items for the agenda. Any item submitted by at least ten percent of the Faculty through petition of whose signers half must be Tenure/Tenure Eligible and Administrative Faculty must be placed on the agenda for the next regular Senate meeting. Items not on the agenda of a given meeting may not be brought to formal vote at that meeting without unanimous consent of those present.

Article VI: Amendment

Section 1: Of the Constitution

Amendments may be proposed by either:

- a. A two-thirds vote of the Senate present and voting, or
- b. Twenty percent of the Faculty through initiative petition presented to the President of the Senate.

The proposed amendment to the constitution will be placed on the agenda on the next regular meeting of the Senate for open discussion, a written copy of the proposed amendment, including explanation and justification, will be distributed to each member of the Faculty, after which it will be submitted to a special meeting of the Faculty. An amendment thus submitted will become part of the constitution when approved by secret ballot by a two-thirds majority vote of the Faculty.

Section 2: Of the Bylaws

The Bylaws of the Faculty Senate may be amended by a two-thirds vote of the Senate, present and voting.

CONSENT
FEBRUARY 14, 2019

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

College of Idaho – Idaho State Program Approval Review Team Report and the Council for Accreditation of Educator Preparation (CAEP) Site Visit Report

REFERENCE

August 2011 Board accepted the Professional Standards Commission's recommendation to accept the 2011 College of Idaho State team program approval report thereby granting approval of the Elementary Education, Secondary Education, English Language Arts, Mathematics, Social Studies, Government/Civics, History, Science, and Biology programs at The College of Idaho; and granting conditional approval of the Physics program at The College of Idaho, as submitted.

August 2011 Board accepted the Professional Standards Commission's recommendation to accept The College of Idaho rejoinder to the State Team Report and grant approval of the Chemistry program at The College of Idaho, as submitted.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, 33-1258; Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Effective and Efficient Educational System; Objective A: Quality Teaching Workforce

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked with reviewing all State Board-approved teacher preparation programs. From April 15-17, 2018, the PSC convened a State Review Team composed of eight (8) content experts and two (2) state observers to conduct a full unit review of The College of Idaho educator preparation program. As part of this review process, the Council for the Accreditation of Educator Preparation (CAEP) held a concurrent review with a separate CAEP Review Team.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at The College of Idaho meet state standards for initial certification. The standards used to validate the Institutional Report were the State Board of Education-approved *Idaho Standards for the*

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Initial Certification of Professional School Personnel. State Board-approved knowledge, performance, and disposition indicators were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards, State Specific Requirements, as well as individual program foundation and enhancement standards were reviewed.

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: undergraduate candidate portfolios (hard copies); fifth-year internship portfolios (digital); candidate/completer personal files; syllabi for required coursework (both undergraduate and fifth-year internship); College of Idaho course catalog course descriptions; completed assignments from coursework; assignment descriptors, rubrics, and exams; interviews with candidates, completers, college faculty, local administrators, lead and cooperating teachers, adjunct faculty, and college supervisors; and observations of candidates and completers at partner K-12 schools as arranged by college. In addition, all evidence linked in The College of Idaho's State Report was viewed and utilized as appropriate.

After the site visit and review of the State and CAEP Reports, The College of Idaho submitted rejoinders to both reports, as well as supporting documentation. The Standards Committee of the PSC reviewed all documents at a Special Meeting on October 11, 2018 and the PSC meeting on November 15, 2018.

The rejoinder to the State Report addresses the following programs: Elementary Education, English Language Arts, Mathematics, Foundations of Visual and Performing Arts, Music, and State Specific Requirements (Standards 1, 3, 4). The Standards Committee studied the reports and recommended to the full PSC that World Languages, Visual Arts, Drama, and Mathematics remain as "Not Approved." In their rejoinder, The College of Idaho states that they accept the findings for World Languages, Visual Arts, and Drama; and as such, "will no longer seek to license candidates to teach" these areas. The Standards Committee did not find sufficient evidence in the rejoinder to move Mathematics or State Specific Requirements (Standards 3 and 4) from "Not Approved" to "Conditionally Approved." The Standards Committee did find sufficient evidence to move the State Specific Requirements (Standard 1), Elementary Education, English Language Arts, Foundations of Visual and Performing Arts, and Music from "Not Approved" to "Conditionally Approved."

The rejoinder to the CAEP Report addresses CAEP Standards 1-5. The Standards Committee of the PSC studied the rejoinder and supporting documents and recommended the full PSC grant The College of Idaho "Conditional Approval" for CAEP.

The Standards Committee of the PSC also discussed and ultimately recommended that The College of Idaho be required to submit annual reports to

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further support continuous improvement, systematic changes, and alignment with the most recent CAEP and State educator preparation standards.

Therefore, at the full PSC meeting on November 16, 2018, the PSC voted to recommend acceptance of the CAEP State Team Report and State Review Team Report as written, with the following changes:

Moving the CAEP Program Approval to Conditional Approval for the unit on Standards 1 – 5.

For the State Program Approval, the PSC recommends the following individual program approval changes:

1. State Specific Requirement Standard One: Change from Not Approved to Conditionally Approved
2. Elementary Education: Change from Not Approved to Conditionally Approved
3. English Language Arts: Change from Not Approved to Conditionally Approved
4. Visual and Performing Arts Foundation Standards: Change from Not Approved to Conditionally Approved
5. Music: Change from Not Approved to Conditionally Approved

Additionally, in preparation for the State Mid-Cycle Focus Review in Spring 2021, the PSC recommends The College of Idaho submit Annual Reports to the PSC on June 1, 2019 and June 1, 2020 (following the *Standards for Initial Certification of Professional School Personnel for Program Reviews* after July 1, 2020).

IMPACT

The recommendations in this report will enable The College of Idaho to continue to prepare teachers in the best possible manner, ensuring that all state and CAEP teacher preparation standards are being effectively embedded in their teacher preparation programs.

ATTACHMENTS

- Attachment 1 – 2018 College of Idaho Final State Report
- Attachment 2 – The College of Idaho Rejoinder to the 2018 State Report
- Attachment 3 – The College of Idaho 2018 CAEP Final Report
- Attachment 4 – The College of Idaho Rejoinder and Response to the 2018 CAEP Report

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial

CONSENT
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Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to accept the CAEP State Team Report for College of Idaho with the following changes:

Move CAEP Program Approval to Conditional Approval for the unit on Standards 1 – 5.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
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I move to accept the recommendation of the Professional Standards Commission to accept the State Review Team Report for College of Idaho with the following individual program approval changes:

1. State Specific Requirement Standard One: Change from Not Approved to Conditionally Approved
2. Elementary Education: Change from Not Approved to Conditionally Approved
3. English Language Arts: Change from Not Approved to Conditionally Approved
4. Visual and Performing Arts Foundation Standards: Change from Not Approved to Conditionally Approved
5. Music: Change from Not Approved to Conditionally Approved

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation of the Professional Standards Commission to grant conditional approval to the College of Idaho Educator preparation programs as contained herein and to require the College of Idaho to submit annual reports to the Commission on June 1, 2019 and June 1, 2020. The reports will follow the *2020 Idaho Standards for Initial Certification of Professional School Personnel*.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Educator Preparation Full Unit Program Review

STATE TEAM REPORT

COLLEGE OF IDAHO

APRIL 15-17, 2018

**Professional Standards Commission
Idaho State Board of Education
Idaho State Department of Education**



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INTRODUCTION

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at College of Idaho meet state standards for initial certification. An eight (8) member state program approval team, accompanied by two (2) state observers, conducted the review. The standards used to validate the Institutional Report were the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board approved knowledge and performance and disposition indicators were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards, State Specific Requirements, as well as individual program foundation and enhancement standards were reviewed.

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: undergraduate candidate portfolios (hard copies); 5th year internship portfolios (digital); candidate/completer personal files; syllabi for required coursework (both undergraduate and 5th year internship); College of Idaho course catalog course descriptions; completed assignments from coursework as provided through EPP State Report and on-site visit; assignment descriptors, rubrics, and exams as linked through EPP State Report; interviews with candidates, completers, college faculty, local administrators, lead and cooperating teachers, adjunct faculty, and college supervisors (see attached list of names at end of report); observations of candidates and completers at Caldwell HS, Compass Charter HS, Sage Valley MS, Wilson Elementary, and White Pine Elementary as arranged by college. In addition, all evidence linked in College of Idaho's State Report were viewed and utilized as appropriate.

The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report.

- **Candidate.** An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider (EPP).
- **Completer.** Any candidate who exited a preparation program by successfully satisfying the requirements of the EPP.
- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.
- **Educator Preparation Provider (EPP).** The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.
- **Program.** A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).
- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
Idaho Core Teaching Standards	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 1: Instructional Shifts for Language Arts	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
State Specific Requirements Standard 2: Idaho Comprehensive Literacy Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 3: Instructional Shifts for Mathematics	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
State Specific Requirements Standard 4: Instructional Technology and Data Literacy	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	Instructional Technology portion of this requirement was acceptable. Data Literacy portion was not.
State Specific Requirements Standard 5: Clinical Practice and Performance Assessments	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 6: IDAPA Rule Certification Requirements	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Bilingual Education and English as a New Language	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Elementary Education	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
English Language Arts	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Mathematics	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Science Foundation Standards	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved	

Standards/Program	Recommendation	Notes
	<input type="checkbox"/> Not Approved	
Biology	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Chemistry	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Physics	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Social Studies Foundation Standards	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Government and Civics	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
History	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Visual and Performing Arts Foundation Standards	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Music	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Drama	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Visual Arts	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
World Languages	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	

STATE PROGRAM APPROVAL RUBRICS

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

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

The rubrics describe three levels of performance, unacceptable, acceptable, and exemplary for each of the Idaho Standards for Initial Certification. The rubrics shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards.

Unacceptable	Acceptable	Exemplary
<ul style="list-style-type: none">The program provides evidence that candidates meet fewer than 75% of the indicators.	<ul style="list-style-type: none">The program provides evidence that candidates meet 75%-100% of the indicatorsThe program provides evidence candidates use assessment results in guiding student instruction.	<ul style="list-style-type: none">The program provides evidence that candidates meet 100% of the indicators.The program provides evidence of the use of data in program improvement decisions.The program provides evidence of at least three (3) cycles of data of which must be sequential.

IDAHO CORE TEACHING STANDARDS

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(a) 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.
- 1(b) 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.
- 1(c) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- 1(d) 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.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – Syllabi from PSYC 221 and EDU304 identify attention to learner differences and development. Assignments like the “50 strategies” guide candidates through understanding multiple instructional strategies to meet learner needs. Attention to the GLAD framework for language development pedagogy is addressed in one course and was discussed by candidates during interviews. Assessment for readiness and modifying instruction based on learner needs had limited evidence.

Sources of Evidence

- PSYC 221 Syllabus
- EDU 430 Syllabus
- EDUC 304 Syllabus
- Candidate interview responses implied knowledge

Performance

- 1(e) 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.

- 1(f) 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.
- 1(g) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
1.2 Performance		X	

1.2 Analysis – Electronic portfolios and candidate interviews provided evidence that teacher candidates understand learner development. The lesson plan template contains a differentiation/modification for student needs category; however, very few lesson plan examples containing this were provided. A candidate shared experiences where she planned small group centers and stations in her classroom and structures for extra supports for students who need it. There was no evidence of diagnostic assessments for creating developmentally appropriate instruction outside of a learner interest inventory (blank assignment page from a course).

Sources of Evidence

- Candidate interviews
- Course syllabi
- Participation in some community events for collaboration evidenced in pictures and some candidate interviews

Disposition

- 1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development
- 1(i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.
- 1(j) The teacher takes responsibility for promoting learners’ growth and development.
- 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
1.3 Disposition	X		

1.3 Analysis –Candidate interviews and some candidate reflection papers evidenced a respect for learner development. Candidates also expressed excitement for supporting different learner growth and development. One teacher of record adapted her P.E. instruction to provide modifications for students with special needs. Candidates valued partnerships with lead teachers and sharing information for developing instructional plans. Insufficient evidence was provided to

identify planning instruction based on an assessment of learner need – in particular for typical student misconceptions. A blank dispositions rubric was shared. No formal process for applying the rubric in connection to differentiating or advocating for learner needs was provided.

Sources of Evidence

- Candidate interviews
- Few candidate reflection papers

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(a) 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(b) 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.
- 2(c) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- 2(d) 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.
- 2(e) 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.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Course syllabi identify attention to valuing diverse cultures and how candidates can access information about the values of diverse cultures and communities and incorporate learners’ experiences, cultures, and community resources into instruction. Candidates expressed the capacity for planning instruction with multiple instructional strategies. GLAD framework was shared for planning instruction to meet language acquisition processes and needs. Portfolios include reflection on planning based on individual candidate learning needs.

Sources of Evidence

- EDU 534 Syllabus
- TRIBE curriculum in one course
- Candidate interviews

Performance

- 2(f) 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(g) 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.
- 2(h) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(i) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.
- 2(j) 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.
- 2(k) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

<i>Standard 2 Learning Differences</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – Candidate interviews demonstrated attention to tools for language development in planning and instruction (GLAD)[2j] and learning about modifications via attending one IEP meeting in their clinical placement. One candidate reflection identified a modification for a learner to demonstrate math performance without reading the story problems [2h]. Candidate interviews and reflections demonstrated they had access to knowledge about learner’s personal, family, community experiences and cultural norms. Limited evidence was provided that directly connected to candidate performance in any indicator area. Rationales did claim reasonable expectations performance would occur in a satisfactory manner. Further evidence outlining how this performance standard is met in connection to candidate or completer performance and authentic preK-12 examples is merited.

Sources of Evidence

- Candidate interviews
- Portfolios
- Lead Teacher interviews

Disposition

- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

<i>Standard 2 Learning Differences</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.3 Disposition</i>		X	

2.3 Analysis – Candidate interviews and reflections indicate it could be reasonable to assume “the teacher believes that all learners can achieve at high levels and persists in helping each learner reaching his/her full potential” [2]. Additionally, 2m, 2n and 2o are implied through course syllabi and a few candidate reflections. Limited evidence was provided demonstrating explicit connection to candidate capacity or completer performance connected to Standard 2 dispositions.

Sources of Evidence

- Portfolio reflections
- Candidate interviews
- Lead Teacher interviews

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

- 3(a) 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.
- 3(b) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- 3(c) 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.
- 3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3(e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

<i>Standard 3 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>		X	

3.1 Analysis – Evidence for 3a and 3b are provided via course syllabi. TRIBES curriculum demonstrates an emphasis on community in the classroom. One photo of teacher and student class norms implies collaborating with learners to establish and monitor elements of a safe and productive learning environment (3c). Technology is addressed in candidate portfolios and lesson plans. Further evidence outlining how this standard is met in systematic/programmatic ways would be helpful.

Sources of Evidence

- EDU 202 Syllabus
- Classroom Management Plan
- Portfolio artifacts (**ONE** photo)

Performance

- 3(f) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(g) 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(h) 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.
- 3(i) 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.
- 3(j) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(k) 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.
- 3(l) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(m) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Evidence is provided to meet 3i, 3j, and 3m. Course syllabi address communication and the need for positive learning environments and appreciation for cultures. Candidate interviews implied positive learning environments and the building of community, including using interactive technologies. Further evidence outlining how this standard is met in systematic/programmatic ways would be helpful.

Sources of Evidence

- Lesson plans
- Portfolio reflections
- EDU 613 syllabus

Disposition

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) 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(p) 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.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.3 Disposition		X	

3.3 Analysis – Candidate reflection papers, portfolio artifacts, classroom ethnographies and the overall educative community mission demonstrate teacher commitment to working with learners, colleagues, communities, and in the importance of collaboration and respectful communication. Thoughtful observation and responsiveness was paramount in candidate interviews and work samples.

Sources of Evidence

- Candidate interviews
- Candidate Portfolios
- Classroom Ethnographies

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

- 4(a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 4(b) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(c) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

- 4(d) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(e) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis – Content knowledge may be presumed from undergraduate degree program, praxis scores and individual program reviews. Science methods course provided information on different technologies, common misconceptions in the discipline. Interviews with department chairs and subsequent syllabi examples indicated disciplinary content covered in coursework. Deep knowledge of student content standards may be presumed through lesson plans. Limited cohesive evidence overall is provided. Further evidence outlining how this standard is met in systematic/programmatically would be helpful.

Sources of Evidence

- Department Chair interviews
- Course Syllabi
- Candidate lesson plans

Performance

- 4(f) 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.
- 4(g) 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.
- 4(h) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(i) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(j) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(k) 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.
- 4(l) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(m) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(n) The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>	X		

4.2 Analysis – Academic language is addressed in a few candidate lesson plans and some work samples. Teachers may access school resources and provide materials in dual languages. One candidate shared an example where she had a Spanish text for a native speaker. Candidate interview provided evidence that disciplinary content knowledge was addressed and being transferred to field experience. Insufficient evidence is provided for 4g, 4j, 4k, 4l, and 4n. Learner disciplinary misconceptions are not addressed in performance evidence, portfolios, or lesson reflections.

Sources of Evidence

- Candidate work samples
- Candidate interview

Disposition

- 4(o) 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.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.3 Disposition</i>		X	

4.3 Analysis – Candidate interviews identify appreciation for multiple perspectives and continued learning. Several candidate assignments address personal bias and critical interrogation. Candidates expressed commitment to teaching, their continued learning and collaboration. Further evidence outlining how this standard is met in systematic/programmatic would be useful in evaluating this standard.

Sources of Evidence

- Candidate interviews
- Candidate reflection papers
- Educative community mission in syllabi and candidate discussions

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

- 5(a) 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.
- 5(b) 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.
- 5(c) 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.
- 5(d) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(e) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(f) 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.
- 5(g) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(h) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>	X		

5.1 Analysis – Demonstration of knowledge of technologies and pedagogical technology knowledge may be found in portfolios. Connections to disciplinary content knowledge and accessing information or demonstrating learning were not provided. Interdisciplinary curriculum is emphasized in some candidate assignments. No connections are made to learning theory or enhancement connected to application of disciplinary content knowledge. Insufficient evidence is provided to show 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 (5c); teaching critical thinking processes and helping learners develop high level questioning for independent learning (5e); communication modes across disciplines (5f), creative thinking process for producing original work (5g;) and accessing resources to build global awareness and understanding and how to integrate them into the curriculum (5h).

A deeper integration of pedagogy and pedagogical content knowledge systematically throughout programs could support evidence for this standard.

Sources of Evidence

- Candidate assignments

Performance

- 5(i) 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).
- 5(j) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(k) The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.
- 5(l) 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(m) 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.
- 5(n) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

- 5(o) 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.
- 5(p) The teacher develops and implements supports for learner literacy development across content areas

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>	X		

5.2 Analysis – Insufficient evidence was provided for performance indicators under standard 5. Developing and implementing projects where learners analyze complexity of an issue or question using perspectives from varied disciplines and cross disciplinary skills is not evident. Facilitating use of current tools and resources to maximize content learning in varied contexts is not evident. Questioning and challenging assumptions and approaches to foster innovation and problem solving in local and global contexts is not evident. Music evidenced an instance where the teacher created meaningful opportunities for communication for varied audiences. However, there was no evidence provided in the artifacts collection or across programs (5m). Teachers facilitating opportunities for creative problem-solving and novel approaches, including the development of original work was not evident.

Sources of Evidence

- Candidate assignments

Disposition

- 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.3 Disposition</i>	X		

5.3 Analysis – No evidence was provided

Sources of Evidence

- No evidence provided.

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

- 6(a) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(b) 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.
- 6(c) 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.
- 6(d) 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.
- 6(e) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(f) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(g) 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.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.1 Knowledge</i>		X	

6.1 Analysis – 75% of knowledge indicators are met with approximately four (4) and one-half standards being fully met. Candidates demonstrate understanding of multiple assessments and their purposes. There are also several portfolio or work sample artifacts that highlight involving students in their own assessment. Alignment to standards is demonstrated. A programmatic focus on teacher analysis of assessment data to guide planning and instruction is not evident.

Sources of Evidence

- Course syllabi (EDU 441)
- Candidate artifacts (e.g., lesson plans) and portfolios
- Observation notes from clinical supervisors observing student teachers

Performance

- 6(h) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(i) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(j) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.
- 6(k) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(l) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(m) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(n) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.
- 6(o) 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.
- 6(p) 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.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>	X		

6.2 Analysis – Limited candidate evidence demonstrates use of multiple forms of assessment and work with teams in their clinical field experiences to match learning objectives. No evidence was provided to highlight minimizing sources of bias in distorting assessment results (6i). Candidates do engage learners in self-assessment and understanding quality work. Multiple forms of assessment are evidenced in candidate portfolios and work samples. Insufficient evidence connects differentiation to assessment – in forms (e.g., product) or diagnosis in teaching.

Sources of Evidence

- One candidate in an interview mentioned collaboration around assessment data
- Supervisor observation notes

Disposition

- 6(q) 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.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.3 Disposition</i>		X	

6.3 Analysis – Candidate interviews and portfolio artifacts demonstrate a commitment to involving learners in assessment processes. Assessment is aligned to instruction and feedback is provided (via portfolio artifact). Multiple assessment forms are taught and reflected upon in candidate artifacts. Accommodations in assessments and testing conditions were mentioned in one candidate reflection. IPLPs were shared as evidence. No explicit connections to assessment indicators were provided with/in IPLP documents.

Sources of Evidence

- Candidate portfolios
- Course assignments
- Observation notes

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

- 7(a) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(b) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(c) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(d) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(e) 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.
- 7(f) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(g) 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).

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Candidate lesson plans and reflections highlight standards alignment and attempts at cross-disciplinary instruction. Learning theory, cultural diversity, and learner development are taught in education courses and candidates list multiple instructional strategies are opportunities for planning instruction. Some candidate lesson reflections demonstrate adjustments are made based on learner response.

Sources of Evidence

- Candidate reflections on lesson plans
- Course syllabi (441, 532/533, PSYC 221, 350, 442)
- Candidate lesson plan reflections

Performance

- 7(h) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(i) 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.
- 7(j) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(k) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(l) 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.
- 7(m) 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.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>		X	

7.2 Analysis – Syllabus statements address Performance Indicators for Standard 7 Planning for Instruction. Unit examples identify appropriate sequencing of learning experiences and formative assessment. Prior knowledge is addressed in lesson plan examples provided. Portfolio examples address designing and delivering appropriate learning experiences. Limited evidence demonstrates collaboration with professionals with specialized expertise.

Sources of Evidence

- Candidate unit examples
- One candidate portfolio
- Lesson plan reflections

Disposition

- 7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.3 Disposition</i>	X		

7.3 Analysis – Dispositions are stated in course syllabi (e.g., 441, 532/533), and implied in unit examples from candidates. Explicit examples or connections to dispositions in Standard 7 are not identified.

Sources of Evidence

- None provided

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

- 8(a) 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.
- 8(b) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- 8(c) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(d) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- 8(e) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8(f) 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.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis - Candidates demonstrate understanding of multiple instructional strategies. Course syllabi address a range of developmentally, linguistically, and culturally appropriate instructional strategies. Multiple forms of communication are minimally addressed. Evidence for evaluating media and technology for quality, accuracy, and effectiveness is minimal.

Sources of Evidence

- Course syllabi
- Candidate interviews
- Candidate portfolios

Performance

- 8(g) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 8(h) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(i) 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.

- 8(j) 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.
- 8(k) 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.
- 8(l) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(m) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(n) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8(o) 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).

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>		X	

8.2 Analysis – Evidence indicates candidates engage learners in using a range of learning skills and technology; recognize the need to use a variety of instructional strategies to support communication; ask some questions of students to stimulate understanding; use different strategies and may adapt instruction to individual needs; provide multiple models; and work to support or monitor student learning. Limited evidence demonstrates teacher collaboration with learners to identify strengths and access to family and community resources; a varied teacher role in the instructional process; and the engagement of all learners in developing higher order questioning skills and metacognitive processes.

Sources of Evidence

- Candidate interviews
- Candidate portfolios
- Candidate reflection papers

Disposition

- 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.3 Disposition</i>		X	

8.3 Analysis – Candidate interviews and a technology unit indicate candidate commitment to deepening awareness and understanding strengths of individual learners along with the exploration of new and emerging technologies to support student learning. Candidates evidence the value of adapting instruction and remaining flexible in the teaching/learning process even with limited performance evidence available.

Sources of Evidence

- Candidate interviews
- Candidate portfolio reflection
- Technology unit

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

- 9(a) 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.
- 9(b) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9(c) 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.
- 9(d) 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, reporting in situations related to possible child abuse).
- 9(e) 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

Standard 9 Professional Learning and Ethical Practices	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – Individual professional growth plans were shared as evidence items. Candidates were not (yet) aware of this process in their program. Interviews did reveal processes of self-assessment and reflection are in place, along with a willingness to use learner data to analyze practice. Course reflections focus on self-knowledge and potential bias teachers may bring to interactions with others. Further evidence outlining how this standard is met in systematic/programmatic ways would be useful in its evaluation.

Sources of Evidence

- Candidate interviews
- Candidate philosophy statements
- Coursework

Performance

- 9(f) 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.
- 9(g) 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.
- 9(h) 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.
- 9(i) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(j) 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.
- 9(k) 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.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis - Interviews revealed candidate excitement about professional learning opportunities in their schools. Likewise, completers were engaged in professional development in their positions and leading communities of practice and partnerships with colleagues. Candidates reflect on personal bias through multiple course assignments. Insufficient evidence to address 9(k). Further evidence outlining how this standard is met in systematic/programmatic ways would be helpful in its evaluation.

Sources of Evidence

- Candidate interviews
- Completer interviews
- Candidate work sample

Disposition

- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(m) 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.
- 9(n) 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.
- 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 9 Professional Learning and Ethical Practices	Unacceptable	Acceptable	Exemplary
9.3 Disposition		X	

9.3 Analysis – Candidate interviews, reflection papers and an action research project evidence responsibility for student learning, self-knowledge, and a commitment to lifelong learning. Insufficient evidence identifies connection to professional code of ethics, professional standards of practice and relevant law and policy. Further evidence outlining how this standard is met in systematic/programmatic ways would enhance the evidence room.

Sources of Evidence

- Candidate interviews
- Candidate reflection paper
- Action research

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

- 10(a) 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.
- 10(b) 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.
- 10(c) 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.
- 10(d) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – Candidate interviews, course assignments, and portfolio artifacts indicate candidate understanding of school systems (10a), spheres of influence (10b), and the importance of collaborative interaction (10c). Limited evidence supports contributions to a common culture that supports high expectations for student learning. Further evidence outlining how this standard is met in systematic/programmatic ways would be useful in its evaluation.

Sources of Evidence

- Candidate interviews
- Course assignments
- Portfolio artifacts

Performance

- 10(e) 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.

- 10(f) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10(g) 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.
- 10(h) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(i) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
- 10(j) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(k) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10(l) The teacher uses and generates meaningful research on education issues and policies.
- 10(m) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10(o) 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.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>		X	

10.2 Analysis – Candidates and completers evidence their participation in collaborative communities in their school placements, continued learning and engagement in professional development, an appreciation for research and indications they may serve in leadership roles in their professional positions. Limited evidence supports advocacy roles and collaboration with learners and their families for ongoing communication.

Sources of Evidence

- Candidate interviews
- Course assignments (ie., attend IEP meeting; attend school board meeting)
- Participation in PLC meetings at school placements and in profession

Disposition

- 10(p) 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.

- 10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(s) The teacher takes responsibility for contributing to and advancing the profession.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.3 Disposition</i>	X		

10.3 Analysis – Candidates and completers evidence shared responsibility for supporting their school mission(s). Insufficient evidence indicates candidates seek information to collaborate with families and take responsibility for contributing to and advancing the profession. Further evidence outlining how this standard is met in systematic/programmatic ways is merited.

Sources of Evidence

- Candidate interviews
- Comments on candidate midterm evaluation

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	1	9	
Performance	10	3	7	
Disposition	10	4	6	

Areas for Improvement

Overall, the unit provided multiple evidence items for meeting the Core Teacher Standards that were somewhat difficult to track. A more concise alignment of evidence items to specific indicators under each core standard would benefit the overall understanding of the unit and its programs. Working from a clear understanding of the program and individual standard alignment would provide a “big picture” alignment to benefit explanations of the Idaho Core Teacher Standards and how individual courses/assignments/evidence items meet standards across programs. In particular, Standards 4 and 5 had minimal connection to enhancement standards in the Idaho Core Teacher Standards. Dispositions and performance were implied in course syllabi and assignments. Candidate portfolios evidenced examples of Idaho Core Teaching Standards; however, no programmatic analysis or explicit connections among evidence items and professional standards were presented in an aligned, systemic way. A systematic review of the EPP’s recognition of acceptable to unacceptable evidence was unable to be conducted among the artifacts. Therefore, this summary has limited capacity for identifying specific areas for improvement outside of:

- Content Knowledge (4.2)
- Application of Content (5.1)
- Application of Content – performance (5.2)
- Assessment Performance (6.2)
- Dispositions 1.3, 5.3, 7.3, 10.3

Specific Areas for Improvement:

- Establish systemic, programmatic review of dispositions for Core Teacher Standards. It may be possible to use the Dispositions Rubric and reflection assignments as checkpoints across a program. Track data at each point and establish system for programmatic review and continuous improvement. The spreadsheet shared is the vehicle. Provide metrics, examples of feedback to candidate, rationale/process for how the system is used.
- Demonstrate disciplinary content knowledge and its application as addressed (taught) in programs and exemplified in field experiences and completer professional positions through a systemic, programmatic review for continuous improvement
- Develop data-driven decision making (via progress monitoring, assessment literacy, and diagnostic use of assessments for future instruction) as a strand throughout programs and 5th year

Recommended Action on Idaho Core Teaching Standards

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STATE SPECIFIC REQUIREMENTS

STANDARD 1: INSTRUCTIONAL SHIFTS FOR LANGUAGE ARTS

- 1(a) Building Knowledge through Content-rich Nonfiction
 - Candidates prepare students to build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.
 - Candidates understand how to evenly balance informational and literary reading in all content areas to ensure that students can independently build knowledge in all disciplines through reading and writing.
- 1(b) Reading, writing and speaking grounded in evidence from text, both literary and informational
 - Candidates facilitate student Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.
 - Candidates create lessons for students that require use of evidence from texts to present careful analyses, well-defended claims, and clear information.
- 1(c) Regular practice with complex text and its academic language
 - Candidates understand how to build a staircase of complexity in texts students must read to be ready for the demand of college and careers.
 - Candidates provide opportunities for students to use digital resources strategically, and to conduct research and create and present material in oral and written form.
 - Candidates foster an environment in which students collaborate effectively for a variety of purposes while also building independent literacy skills.

<i>Standard 1 Instructional Shifts for Language Arts</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>	X		

1.1 Analysis – EPP stated “There is likely not a course offered by the Department of English which does not immerse candidates in works recognized as "literary" (such as poetry, fiction, or drama) and nonfiction (such as significant primary documents reflecting the context from which literary texts emerge and nonfiction works of scholarly literary analysis)”. Evidence provided for English language arts secondary educators indicated candidate content knowledge; however, no evidence provided for how candidates are prepared to implement strategies within the classroom.

Additional evidence provided regarding the First Year Seminar for all College of Idaho attendees indicates coursework and objectives for analytical reading and writing skills. The coursework and skills are not applicable to preparation of educators, rather for content knowledge of the candidates.

Evidence included two digital portfolios of candidates for English Language Arts endorsement area that included unit planning, essays, and performance based assessments; however, the evidence was not sufficient to demonstrate candidate knowledge of instructional shifts for language arts.

Syllabus for EDU 305 includes course objectives regarding literacy skills in the content area and literacy strategies in planning content area lessons and teaching of lessons utilizing the literacy strategies. Candidates are required to pass Idaho Comprehensive Literacy Assessment (ICLA) Standard 2 and Standards 3 and data indicating passage was provided.

EPP provided evidence of candidate’s own content knowledge of language arts; however, no evidence provided for instructional shifts, which is the focus of this state specific standard.

Sources of Evidence

- EDU 305: Literacy in the Content Areas Syllabus
- Candidate Portfolios
- Assessment results for ICLA

Standard 1 Instructional Shifts for Language Arts	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – EPP provided evidence of candidate’s own content knowledge (see 1.1 above) of language arts; however, no evidence provided for instructional shifts nor candidate performance of instructional shifts.

Areas for Improvement

- Embed Instructional Shifts for Language Arts standards within preparation program for all program areas.
- Identify a common task or performance assessment for measuring candidate knowledge and performance.

Recommended Action on Standard 1: Instructional Shifts for Language Arts

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 2: IDAHO COMPREHENSIVE LITERACY STANDARDS

- 2(a) Phonics
- 2(b) Phonological Awareness
- 2(c) Fluency
- 2(d) Vocabulary
- 2(e) Comprehension
- 2(f) Writing
- 2(g) Assessment Strategies
- 2(h) Intervention Strategies

Standard 2 Idaho Comprehensive Literacy Standards	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – EPP provided syllabus of EDU 304 and EDU 305 indicating course objectives for Idaho Comprehensive Literacy Standards. Assessment results indicate candidates pass the Idaho Comprehensive Literacy Assessment demonstrating candidate knowledge. Candidate work demonstrate knowledge of standards. Lead teacher interviews indicate that candidates have strong knowledge regarding Idaho Comprehensive Literacy Standards.

Sources of Evidence

- EDU 304: Development of Literacy Syllabus
- EDU 305: Literacy in the Content Areas Syllabus
- Candidate Work
- Assessment results for ICLA
- Candidate Observation
- Lead Teacher Interviews

Standard 2 Idaho Comprehensive Literacy Standards	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Candidate portfolios provide lesson plans and student examples of candidates’ implementation of Idaho Comprehensive Literacy Standards including candidate identification of various literacy strategies notebook. EPP identified an additional elective course that was offered beginning in spring 2017: EDU 306 Writing Process and Assessment. Since the course is an elective, it was not included as evidence. Candidate performance on ICLA and examples within portfolios provide sufficient evidence of candidate application of Idaho Comprehensive Literacy Standards.

Sources of Evidence

- EDU 304: Development of Literacy Syllabus
- EDU 305: Literacy in the Content Areas Syllabus
- Candidate Portfolios
- Assessments and assessment results for ICLA

Recommended Action on Standard 2: Idaho Comprehensive Literacy Standards

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 3: INSTRUCTIONAL SHIFTS FOR MATHEMATICS

- 3(a) Focus strongly on the math Standards for Practice.
 - Candidates understand how to significantly narrow and deepen the focus on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.
- 3(b) Coherence- Thinking across grades and linking to major topics within grades
 - Candidates understand the progression of standards from grade to grade and can carefully connect learning across the grades.
- 3(c) Rigor- In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.
 - Candidates understand how to support conceptual understanding and promote student’s ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.

<i>Standard 3 Instructional Shifts for Mathematics</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>	X		

3.1 Analysis – No evidence provided regarding math Standards for Practice (3a).

Lesson plans created by candidates identify objectives, activation of prior knowledge, and activities. No evidence provided regarding candidates understanding of the progression of mathematical concepts (3b).

Math 221 and 222, Mathematics for Elementary Teachers and EDU 542 Secondary Math Methods identifies coursework related to candidate understanding of mathematical concepts as well as how students develop mathematical concepts (3c). No evidence was provided of candidate work.

EPP indicated that this is an area of need and identified that they are and will be working on adjustments to course offerings and data collection.

Sources of Evidence

- Syllabus for Math 221 & 222 Mathematics for Elementary Teachers
- Syllabus for EDU 542 Secondary Math Methods
- Candidate created lesson plans

<i>Standard 3 Instructional Shifts for Mathematics</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>	X		

3.2 Analysis – No evidence provided regarding candidate performance for instructional shifts for mathematics.

Areas for Improvement

- Embed Instructional Shifts for Mathematics standards within the preparation program for elementary and secondary.
- Identify a common task or performance assessment for measuring candidate knowledge and performance.

Recommended Action on Standard 3: Instructional Shifts for Mathematics

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 4: INSTRUCTIONAL TECHNOLOGY AND DATA LITERACY

- 4(a) Fluency using Student Data Systems Evidence that candidates are able to access and analyze data to make data-driven curricular decisions
 - Candidates understand how to support conceptual understanding and promote student’s ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.
- 4(b) Appropriate Integration of Educational Technology
 - Candidates meet pre-service technology requirement in the *Idaho Standards for Initial Certification of Professional School Personnel*.

Standard 4 Instructional Technology and Data Literacy	Unacceptable	Acceptable	Exemplary
4.1 Knowledge	X		

4.1 Analysis – Candidates use a variety of technology to display their own individual work and deliver instruction. No evidence of program development for instruction in integrating technology within the classroom provided. Lead teachers report that candidates have strong knowledge regarding technology and have the ability to use technology in the classroom.

Evidence regarding data literacy included EDU 520 syllabus and candidate portfolios. EDU 520 included content regarding different assessments and their use; however, no evidence provided for use of assessments for data driven decisions.

Sources of Evidence

- Digital Portfolios
- Digital Images
- Candidate Observation
- EDU 520 Assessment for Learning Syllabus
- Lead Teacher Interviews

Standard 4 Instructional Technology and Data Literacy	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – Candidate observation included usage of Smartboard to display reading curriculum and navigate through the activities of the reading lesson. A few candidate portfolios showed a section regarding their action research that included a review of student assessment data for designing instruction. As indicated in 4.1, candidates are able to use technology for their own

work and delivery of instruction; however, there was no evidence of embedded technology for student learning.

Sources of Evidence

- Digital Candidate Portfolios
- Digital Images
- Candidate Observation

Areas for Improvement

- Identify a common task or performance assessment for using student assessment data to make data driven decisions.
- Embed the use of technology for student learning within program

Recommended Action on Standard 4: Instructional Technology and Data Literacy

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 5: CLINICAL PRACTICE AND PERFORMANCE ASSESSMENTS

- 5(a) Robust Clinical Practice and Internships
 - The educator preparation program implements the Idaho Standards for Model Preservice Clinical Teaching Experience as written and approved by ICEP.
- 5(b) Accurate and Informative Performance Assessments
 - Candidates receive accurate performance evaluations which include formative and summative assessments. A proficient score on a summative evaluation using the Danielson Framework is required in order to recommend a candidate for certification.

<i>Standard 5</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Clinical Practice and Performance Assessments</i>		X	

5.1 Analysis – Intern Handbook identifies prerequisites for placement into student teaching that align with the Idaho Standards for Model Preservice Clinical Teaching Experience. According to the Intern Handbook, at least five observations by clinical faculty and three observations by lead teacher, a summative assessment based on the Danielson Framework, and an Individualized Professional Learning Plan (IPLP) are required. In contrast, the EPP narrative within the online portal states, “Interns are observed a minimum of ten times during a semester”. Clinical faculty, administrators and lead teachers indicate student teachers are observed frequently, at least once a month, and for some candidates, more frequently.

The Intern Handbook did not provide specific criteria for the mentor teacher, but states that the mentors should be “carefully chosen classroom teachers”. The building administrator is identified as the individual that is required to determine placement with “skilled lead teachers who can work effectively with interns”. EPP provided additional document identifying lead teachers for the 2017-2018 school year who met the following criteria: minimum five years teaching, certified in the content area, and recommended by administrator. This criteria meets part of the requirements for mentor teacher selection; however, the criteria was not identified within the Intern Handbook.

EPP reports that two of their clinical supervisors have completed the Danielson training and that “there is no formal process for training clinical supervisors at this time.” EPP reports that they “often collaborate in the evaluation of interns” and will investigate options for Danielson training for clinical supervisors in the future.

EPP provided template for Education Department Partnership Agreement with school districts that include duties and responsibilities; however, no evidence of completed agreement was provided.

Sources of Evidence

- Intern Handbook

- Administrator Interviews
- Lead Teacher Interviews
- Clinical Faculty Interview
- EPP Provided Summary of Clinical Training
- Sample Articulation Agreement

Areas for Improvement

- Create process for initial and ongoing training of clinical supervisors in the Danielson Framework
- Identify and correct inconsistencies in documentation and implementation of internship
- Fully incorporate Idaho Standards for Model Preservice Clinical Teaching Experience standards

Recommended Action on Standard 5: Clinical Practice and Performance Assessments

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 6: IDAPA RULE CERTIFICATION REQUIREMENTS

- 6(a) Random selection of candidates' institutional recommendations provides verification of Idaho state certification requirements per IDAPA Rule.
- Random selection of institutional recommendations for initial certification, including alternative authorizations
 - The institution must have a State Board approved program in order to issue the candidate an institutional recommendation for initial certification.
 - Random selection of institutional recommendations for adding endorsements, including alternative authorizations
 - If a candidate is currently certified in Idaho and wishes to add an endorsement in a new content area, the institution is able to work with the candidate to develop a plan to include: content, pedagogy, and performance.
 - The institution may issue the candidate an institutional recommendation once the content, pedagogy, and performance have been demonstrated by the candidate regardless of whether the institution has a State Board approved program in the new content area. This applies to adding endorsements only.

<i>Standard 6</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
Candidates meet IDAPA Rule Certification Requirements		X	

Standard 6 Analysis – Analyzing a random selection of candidate institutional recommendations, including recommendations for alternative authorizations, transcripts, student teaching placements, and Praxis II scores provide evidence that recent completers meet IDAPA Rule certification requirements. There is some question of whether Elementary completers prior to the past two years met the credit requirements for the single subject area endorsements. It seems that the administrative assistant for the education department performs transcript audits. The current administrative assistant understands the credit requirements for these endorsements, thus this requirement is being met. However, in a few cases of past completers, there were few or no credits found for the additional endorsement area.

Sources of Evidence

- Institutional recommendations
- Transcripts
- Student teaching placement documentation
- Praxis II score reporting
- Interview with staff

Areas for Improvement

- Recommend that transcript audits be conducted at a higher staff level than administrative assistant to ensure that requirements are understood and met.
- It was found that the college provides methods courses in each area of endorsement for which completers are being recommended for certification. However, the evidence was sometimes difficult to locate. Sometimes the education department offered the courses and sometimes the content department offered them. It would be helpful if this was either consistent across content areas, or if a crosswalk was provided to show the department and the name of the courses.

Recommended Action on Standard 6: IDAPA Rule Certification Requirements

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

**IDAHO STANDARDS FOR BILINGUAL EDUCATION AND ENL
 (ENGLISH AS A NEW LANGUAGE) TEACHERS**

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

Knowledge

- 1(a) The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.
- 1(b) The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.
- 1(c) The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.
- 1(d) (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).
- 1(e) (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).
- 1(f) (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.
- 1(g) (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – Evidence reviewed indicated that candidates are afforded the opportunity to gain subject matter knowledge necessary for teaching Bilingual Education and ENL.

Sources of Evidence

- Interview with Instructor
- Required coursework syllabi,
- PRAXIS score results

Performance

- 1(h) (Bilingual only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.
- 1(i) (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.
- 1(j) 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.
- 1(k) 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.
- 1(l) The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Through provided evidence, reviewer found competencies in registers, dialects, and idioms for both bilingual and ENL candidates. Language acquisition theory was evidenced in candidate language acquisition notebooks. Indicator (k) was evidenced through an interview with an instructor interview. A lesson plan provided the design to meet the four domains of student learning. The three cycles of data were missing to reach an exemplary rating.

Sources of Evidence

- Candidates’ Language Acquisition Notebooks
- Interview with Instructor
- Candidate reflection paper
- Lesson Plan

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

- 2(a) The teacher understands the processes of language acquisition and development, and the role that culture plays in students’ educational experiences.
- 2(b) The teacher understands the advantages of bilingualism, bi-literacy, and multiculturalism.

<i>Standard 2 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – Evidence provided from course syllabi show evidence of language acquisition and culture along with advantages of multiculturalism for indicators (a) and (b).

Sources of Evidence

- Required course syllabi
- Required course assignments
- PRAXIS scores

Performance

- 2(c) The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.
- 2(d) The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.
- 2(e) The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.
- 2(f) The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

<i>Standard 2 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – Evidence of planning and delivering instruction in (c) was observed from pictures of student work found in a candidate's lesson plan. Reviewer found evidence for (d) in students' journals and through a candidate's lesson plan. Indicators (e) and (f) were also evidenced in a lesson plan.

Sources of Evidence

- Students' Language Acquisition Journals included in candidate's portfolio
- Lesson Plans
- Observations and interviews

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

- 3(a) The teacher understands the nuances of culture in structuring academic experiences.
- 3(b) The teacher understands how a student’s first language may influence second language production (ex: accent, code-switching, inflectional endings).
- 3(c) The teacher understands there is a distinction between learning disabilities/giftedness and second language development.
- 3(d) The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

<i>Standard 3 Modifying Instruction for Individual Needs</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>		X	

3.1 Analysis – Indicator (a) was evidenced through a course syllabus and an interview. The candidate reflection provided evidence for (b) of code switching. The course syllabus for the Exceptional Child provided evidence for indicator (c). From an interview with an instructor, evidence of scaffolding and accommodational knowledge for learning was gathered which shows accommodations being provided to meet student needs. Further evidence was provided by a Teaching Exceptional Children syllabus. Three cycles of evidence were not present.

Sources of Evidence

- Required course syllabi
- Interview with instructor
- Candidate Reflections

Performance

- 3(e) The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.
- 3(f) 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(g) The teacher collaborates with other area specialists to distinguishes between issues of learning disabilities/giftedness and second language development.
- 3(h) The teacher provides appropriate accommodations that allow students to access academic content.

<i>Standard 3 Modifying Instruction for Individual Needs</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>	X		

3.2 Analysis – Interview with a classroom teacher showed evidence of cultural respect, open discussion, and addressing language needs of students, which showed proficiency of (e). The teacher used visuals to help students understand comparison/contrast to other cultures and provided sentence starters for students to practice speaking. Missing were evidence pieces for (f) and (g).

Sources of Evidence

- Interview with classroom teacher

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

- 4(a) 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.
- 4(b) The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>	X		

4.1 Analysis – Reviewer found course syllabus and candidate literature portfolios providing evidence for (a), but missing was evidence for all stages of language development of indicator (b).

Sources of Evidence

- Required coursework syllabi
- Candidates' portfolios/literary books

Performance

- 4(c) The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.

4(d) The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>	X		

4.2 Analysis – Two lesson plans and literature scrapbooks provided evidence for indicator (a), but missing was evidence showing critical thinking and problem solving.

Sources of Evidence

- Teachers' literature scrapbooks
- Lesson plan
- Falk & Robinson Lesson Plan

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

5(a) The teacher understands the influence of culture on student motivation and classroom management.

<i>Standard 5 Classroom Motivation and Management Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>		X	

5.1 Analysis – Reviewer found evidence of instruction of cultural awareness provided from an interview with an instructor and through a course syllabus. During a classroom visit, reviewer was provided evidence of classroom management for all children of different cultures.

Sources of Evidence

- Interview with instructor
- ED 430: Teaching in a Diverse Society Syllabus
- Classroom observation

Performance

5(b) The teacher demonstrates a culturally responsive approach to classroom management.

<i>Standard 5 Classroom Motivation and Management Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>	X		

5.2 Analysis – A classroom observation provided minimal evidence of how the teacher treated all children happily, respectfully, and equitably. She seated two students responsibly for cultural awareness. However, reviewer was unable to find any additional evidence from evidences provided.

Sources of Evidence

- Classroom observation

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

- 6(a) The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.
- 6(b) The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.
- 6(c) The teacher understands the extent of time and effort required for language acquisition.

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.1 Knowledge</i>		X	

6.1 Analysis – Evidence was provided which showed acceptability in meeting the four domains, and activities which provide and promote proficiency as indicated in (a) and (b). An interview with a linguistics instructor provided evidence for indicator (c).

Sources of Evidence

- ED 503 Second Language Acquisition Theory
- Candidate Reflection
- Linguistics instructor interview

Performance

- 6(d) The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.
- 6(e) The teacher uses active and interactive activities that promote proficiency in the four domains of language.

6(f) The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>		X	

6.2 Analysis – The candidate reflection and instructor interview provided evidence for teaching the four domains and activities which help promote proficiency of (a) and (e). During the classroom visit, evidence of parental participation in the students’ learning and school-wide cultural art show was observed.

Sources of Evidence

- Candidate reflection
- Instructor interview
- Classroom visit

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

Knowledge

7(a) 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.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Evidence indicated that teacher candidates understand how to incorporate students’ diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English-Language Development Standards.

Sources of Evidence

- Required coursework syllabi
- Faculty interviews
- Required coursework assignment guidelines

Performance

7(b) 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 Standard.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>	X		

7.2 Analysis – Reviewer was able to find evidence to support creation of lessons which include second language practice, but missing was the inclusion of cultural backgrounds.

Sources of Evidence

- Candidate reflections
- Candidate lesson plans

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

- 8(a) The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
- 8(b) (Bilingual only) The teacher understands how to measure students’ level of English language proficiency and second target language proficiency.
- 8(c) (ENL only) The teacher understands how to measure the level of English language proficiency.
- 8(d) The teacher understands the relationship and difference between levels of language proficiency and students’ academic achievement.
- 8(e) The teacher is familiar with the state English language proficiency assessment.
- 8(f) 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.
- 8(g) The teacher understands appropriate accommodations for language learners being tested in the content areas.
- 8(h) The teacher understands how to use data to make informed decisions about program effectiveness.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>	X		

8.1 Analysis – Evidence from a candidate’s PowerPoint provided evidence for assessment indicators (a), (b), (c) and (f). No evidence was provided for indicators (d), (e), and (g).

Sources of Evidence

- Candidate PowerPoint

Performance

- 8(i) The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.
- 8(j) The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.
- 8(k) 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.
- 8(l) The teacher uses appropriate accommodations for language learners being tested in the content areas.
- 8(m) The teacher uses data to make informed decisions about program effectiveness.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>	
<i>8.2 Performance</i>		X		

8.2 Analysis – The reviewer found a lesson plan which provided evidence of assessment selection material suited to students' abilities in indicators (i) and (l). Theses provided evidence for indicators (j) and (k). Indicator (m) was met with a candidate's PowerPoint presentation as it showed pre- and post-test data along with a reflection.

Sources of Evidence

- Candidate lesson plan
- Candidate PowerPoint
- Candidate Thesis'

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

- 9(a) The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

<i>Standard 9 Professional Commitment and Responsibility</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>	
<i>9.1 Knowledge</i>	X			

9.1 Analysis – Minimal evidence was provided to indicate that the teacher candidate was able to understand the necessity of maintaining an advanced level of proficiency.

Sources of Evidence

- Candidate portfolio

Performance

9(b) The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction. The teacher uses data to make informed decisions about program effectiveness.

<i>Standard 9 Professional Commitment and Responsibility</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>	X		

9.2 Analysis – One candidate provided minimal evidence that the teacher candidates are able to maintain an advanced level of proficiency.

Sources of Evidence

- Candidate portfolio

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

- 10(a) The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.
- 10(b) The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.1 Knowledge</i>		X	

10.1 Analysis – The theses provided evidence of ways for families to participate in and influence reading and writing ability of children.

Sources of Evidence

- Thesis works
- Syllabi
- Instructor Interview

Performance

10(c) The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.

- 10(d) The teacher collaborates with colleagues to promote opportunities for language learners.
- 10(e) The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>		X	

10.2 Analysis – One candidate provided an invitation for a family fun night, a thesis involved the teacher and parents, and one candidate's thesis involved multiple teachers and parents of pre-kindergartners.

Sources of Evidence

- Candidate portfolio
- Thesis works
- Completer observation

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	3	7	
Performance	10	5	5	

Areas for Improvement

- Provide evidence as outlined in the standards they are lacking

Recommended Action on Bilingual Education and English as a New Language

- Approved
- Conditionally Approved
- X Insufficient Evidence
 - X Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS

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

Knowledge

- 1(a) 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.
- 1(b) The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.
- 1(c) 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.
- 1(d) 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.
- 1(e) 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.
- 1(f) 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.
- 1(g) 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.
- 1(h) 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.
- 1(i) The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.
- 1(j) 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.

- 1(k) 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.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>	X		

1.1 Analysis – The course requirements for the PEAK program at the EPP allow candidates to acquire a broad base of subject matter knowledge. Through EPP provided evidence, the reviewer was able to determine that candidate knowledge was sufficient for indicators 1(a), (b), (c), (e), (j) and (k). However, little or no evidence was found to indicate that candidates were afforded the opportunity to attain the knowledge base necessary for 1(d), (f), (g), (h), or (i). Due to the fact that methods courses are not offered in either PE nor Health, both indicators (h) and (j) become difficult to find evidence for. The reviewer did not find evidence in other syllabi that these indicator needs were being picked up in any other required class. In addition, EPP faculty interviews indicated that due to the phasing-out of these programs, the instructors were not available for courses. Although methods “boot camp” for science is offered, the syllabi did not indicate that requirements for 1(d) were being met. In addition, Social Studies Methods syllabi did not indicate the requirements for 1(f) were being met either. Art Methods syllabi indicate that the visual art portion of 1(g) is being covered; however, there was no mention of dance, music, or theater content being covered nor was there any indication that visual arts were being used as avenues for communication, inquiry, and insight.

Sources of Evidence

- Syllabi for all required courses listed on Schedule of Courses for Teacher Certification Interdisciplinary Studies for Elementary Precertification Major
- Course descriptions linked to College of Idaho course catalog for same courses
- Interviews with candidates, completers, EPP Faculty, and Candidate Supervisors
- Elementary Education Candidate Pre-Intern Portfolios (paper)
- Elementary Education Candidate Intern (digital)
- Required PRAXIS scores for Elementary Candidates

Performance

- 1(l) The teacher models the appropriate and accurate use of language arts.
- 1(m) 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.
- 1(n) The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.

- 1(o) 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.
- 1(p) 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.
- 1(q) The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Candidate and Completer interviews, Candidate observations, as well as lesson plans and portfolios provide evidence that indicators 1(l), (m), (n), (o), and (q) are being met. Evidences of STEM disciplines, arts (except visual), PE, and Health education were extremely limited; however, the EPP, interviews, and observations provided little or no evidence that 1(p) performances were happening. The reviewer saw limited evidence relating curricula to real life issues, democratic citizenship, and future career applications.

Sources of Evidence

- Candidate and Completer Interviews
- Candidate and Completer Portfolios
- Candidate observation
- Candidate and Completer Evaluations from personnel files
- Assignments from Ed 442

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

- 2(a) The teacher understands that young children’s and early adolescents’ literacy and language development influence learning and instructional decisions.
- 2(b) 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.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge	X		

2.1 Analysis - The EPP provided evidence that teacher candidates are able to gain knowledge necessary to meet indicator 2(a). However, little or no evidence was provided by EPP that teacher candidates are able to meet indicator 2 (b). The reviewer could find no course syllabi that mentioned attention, memory, sensory processing and reasoning, nor recognizing the role of inquiry and exploration in developing these abilities.

Sources looked through for Evidence

- Syllabi for all required courses listed on Schedule of Courses for Teacher Certification Interdisciplinary Studies for Elementary Precertification Major
- Course descriptions linked to College of Idaho course catalog for same courses
- Interviews with candidates, completers, EPP Faculty, and Candidate Supervisors
- Elementary Education Candidate Pre-Intern Portfolios (paper)
- Elementary Education Candidate Intern (digital)

Performance

2(c) The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – EPP provided evidence, as well as interviews and observations indicating that teacher candidates are able to design instruction and provide opportunities for students to learn through inquiry and exploration. It should be noted however, that all evidence found regarding inquiry lessons related directly to the teaching of science. Limited to no evidence was found that inquiry learning nor exploration were utilized across curricula areas.

Sources of Evidence

- Candidate and Completer Interviews
- Candidate and Completer Portfolios
- Candidate observation
- Candidate and Completer Evaluations from personnel files
- Linked assignments from EPP State Team Report

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

- 3(a) 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.
- 3(b) The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – EPP provided evidence to indicate that teacher candidates have the opportunity to gain the knowledge for Standard 3. Required coursework as well as extensive classroom observation and teaching hours allow for candidates to learn (a) multiple ways to meet the differentiated needs of all learners. Evidence is weaker but still sufficient to indicate that teacher candidates learn (b) that there are multiple levels of intervention and recognize the advantages of beginning with the least intrusive.

Sources of Evidence

- Syllabi for all required courses listed on Schedule of Courses for Teacher Certification Interdisciplinary Studies for Elementary Precertification Major
- Course descriptions linked to College of Idaho course catalog for same courses
- Interviews with candidates, completers, EPP Faculty, and Candidate Supervisors
- Elementary Education Candidate Pre-Intern Portfolios (paper)
- Elementary Education Candidate Intern (digital)
- Guidelines for required assignments from Ed 442
- Ed 442 completed assignments

Performance

- 3(c) 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.
- 3(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.2 Performance	X		

3.2 Analysis – EPP provided evidence, as well as interviews and observations indicating that teacher candidates are able to (c) appropriately and effectively collaborate with grade level peers, school intervention teams, etc. to meet the differentiated needs of all learners. Specific examples were utilized during reviewer’s observation of a candidate teaching. In a professional and caring manner, the candidate arranged her classroom so that a student who had forgotten her glasses that day was able to participate in the activity without feeling singled out. However, though EPP provided evidence, interviews, and observations, the reviewer was unable to find any evidence that the teacher candidate systematically progressed through the multiple levels of intervention beginning with the least intrusive. Interviews indicated that candidates had experienced various levels of intervention within their classroom settings but were unable to articulate how those interventions fit within the progressions.

Sources of Evidence

- Candidate and Completer Interviews
- Candidate observation

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

- 5(a) The teacher understands the importance of teaching and re-teaching classroom expectations.
- 5(b) The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Standard 5 Classroom Motivation and Management Skills	Unacceptable	Acceptable	Exemplary
5.1 Knowledge	X		

5.1 Analysis – The EPP provided little or no evidence to indicate where teacher candidates learn classroom motivation and management skills such as (a) the importance of teaching and re-teaching classroom expectations or the importance of positive behavioral supports and (b) the need to use multiple levels of intervention to support and develop appropriate behavior. Due to

the fact that no specific motivation and management classes are offered, the reviewer looked at all provided syllabi for required courses for elementary education precertification minor as well as provided syllabi for required courses for 5th year internship. The reviewer found topics which listed classroom management or classroom motivation. However, no objectives or topics were listed that indicated that these topics were covered. Interviews indicated that much classroom management and motivation knowledge was gained from cooperating teachers out in the field.

Sources of Evidence

- No evidence provided.

Performance

- 5(c) The teacher consistently models and teaches classroom expectations.
- 5(d) The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

Standard 5 Classroom Motivation and Management Skills	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – The EPP provided limited evidence that the teacher candidates (c) consistently model and teach classroom expectations. Limited evidence was provided that teacher candidates (d) utilize positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior. The candidate the reviewer was able to observe was above and beyond excellent with classroom management. In the short observation period both 5a and 5b were utilized multiple times in multiple ways effectively. However, reviewer was unable to determine through additional interviews or portfolio classroom management plans that candidates were able to perform either of these skills.

Sources of Evidence

- Candidate Observation
- Candidate and Completer Interviews
- EPP Faculty interviews
- Candidate and Completer Portfolios
- Completer personal folders

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.

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4	3	1	0
Performance	4	2	2	0

Areas for Improvement

- EPP needs to find a way to identify where teacher candidates will have the opportunity to gain subject knowledge necessary for 1(f), (g), (h), (i)
- EPP needs to find a consistent way for teacher candidates to practice performances for 1(p)
- EPP needs to find a way to identify where teacher candidates will have the opportunity to gain knowledge of human development for 2(b)
- EPP might want to look for ways to expand teacher candidate knowledge and performance of 2(c) students learning through inquiry and exploration beyond science lessons
- EPP needs to identify a consistent way for teacher candidates to perform their knowledge of 3(d), systematically progressing students through the multiple levels of intervention beginning with the least intrusive.
- EPP needs to more clearly identify where teacher candidates are going to learn the classroom motivation and management skills necessary to become successful teachers.
- EPP needs to more clearly identify where teacher candidates are going to showcase their knowledge of 5(d)

Recommended Action on Elementary Education

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

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(a) Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.
- 1(b) 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).
- 1(c) Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>	X		

1.2 Analysis – Candidate observation and discussion regarding observation: showing knowledge of 1(a). Candidate discussion with EPP and review did reflect candidate belief that the range of text in ENG course 1(b). EPP did not directly provide any evidence to review for this standard, and minimal evidence was found upon deeper review. Lack of evidence of 1(c) No evidence of adolescent materials other than poetry or at the higher level ENG content area. No evidence was found to support how digital media was supported, from the institution.

Sources of Evidence

- Candidate interviews
- Faculty interviews

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

- 2(a) 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(b) 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.

<i>Standard 2 Learning Difference</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>	X		

2.2 Analysis – Candidate report on current social issues (gender equality) 2(a). This was a group project. EPP did not directly provide any evidence to review for this standard, and minimal evidence was found upon deeper review.

Sources of Evidence

- Candidate portfolios

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

3(a) 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.).

<i>Standard 3 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>		X	

3.2 Analysis – Candidate portfolios include brief candidate write-ups around the Charlotte Danielson (CD) framework. Only one portfolio provided evidence of a clear Educational philosophy paper while the other two had included more brief examples of candidate philosophies in their CD sections. Portfolios had a “resume” quality to them, verses a deep reflection of evidence of meeting the standards. 3(a) Observation and Lead Teacher interviews support that Candidates come to them prepared to support this standard.

Sources of Evidence

- Candidate portfolios
- Candidate observation
- Lead Teacher interview

The acceptance of this standard was weighted heavily on strong candidate observation and Teacher Leader interviews.

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

- 4(a) 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.
- 4(b) 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.
- 4(c) 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(d) 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 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – Candidate sample lesson plans provide minimal evidence of indicators 4(c) and 4(d). EPP did not directly provide any additional evidence to review for this standard, and minimal evidence was found upon deeper review.

Sources of Evidence

- Candidate sample lesson plans

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

- 5(a) 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.
- 5(b) 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.
- 5(c) 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.
- 5(d) Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>	X		

5.2 Analysis- Candidate interview showed strong preparedness for understanding text 5(c), Candidate portfolio confirmed use of a variety of cultural text 5(c), and Candidate portfolio regarding social justice displayed reflection of work 5(b). No additional evidence was found to show performance in indicators 5(a) and 5(d).

Sources of Evidence

- Candidate interviews
- Candidate portfolio

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

- 6(a) 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.
- 6(b) Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
- 6(c) 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.

- 6(d) 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.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>	X		

6.2 Analysis – Candidate portfolio provide evidence of indicators 6(c) and 6(d). However, no additional evidence was found for indicators 6(a) and 6 (b).

Sources of Evidence

- Candidate portfolio
- Candidate lesson plans

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

- 7(a) Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
- 7(b) 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.
- 7(c) 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.
- 7(d) 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.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>	X		

7.2 Analysis – Candidate lesson plan/text analysis provide evidence for indicator using 7(d). The EPP did not directly provide any additional evidence to review for this standard, and minimal evidence was found upon deeper review.

Sources of Evidence

- Candidate lesson plan

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

- 8(a) 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.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>	X		

8.2 Analysis – Candidate observation provides minimal evidence that teacher candidates are able to plan and implement instruction based on ELA curricular requirements and standards. However, no additional evidence was found for this standard.

Sources of Evidence

- Candidate observation

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

9(a) 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 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – Candidate reflection on Leadership & Collaboration project was found to provide minimal evidence for standard 9.

Sources of Evidence

- Candidate reflection on Leadership & Collaboration

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

10(a) 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.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance	X		

10.2 Analysis – Candidate reflection on Leadership & Collaboration project provides minimal evidence of standard 10. No additional evidence was provided by EPP.

Sources of Evidence

- Candidate reflection on Leadership & Collaboration project

Summary

Candidates interviewed and observed showed to be strong educators. Interviews with Lead Teachers and Alumni show strong evidence of successful placement in classrooms of candidates, and strong reflection/feedback processes in all areas, but evidence of feedback and policies is lacking. EPP provide large quantities of informal feedback/support/ guidance, but there is a lack of recordable evidence to support effectiveness of candidate success.

Evidence gathered was from a low number of candidates based on resources made available. Candidate evidence (standard numbers) did not match Idaho Standards for English Language Arts Teacher Standards. This made review difficult.

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge				
Performance	10	9	1	

Areas for Improvement

- A stronger process for gathering evidence is needed to support reviewing of program
 - Gather Evidence based on Idaho Standards for English Language Arts Teachers
 - Suggest notations in Charlotte Danielson Framework that shows alignment to Idaho Standards for English Language Arts Teachers
- Consistent procedures for adjunct so 5th year support is measurable, covers minimal expectations for all candidates, and strong evidence can be provided
- Consistent minimal procedures for EPP
- Make sure that EPP is using correct language when working with Candidates and P-12 Standards
 - Idaho Content Standards, not Common Core or Idaho Core Standards

Recommended Action on English Language Arts

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

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

Knowledge

- 1(a) The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
- 1(b) The teacher understands concepts of algebra.
- 1(c) The teacher understands the major concepts of geometry (Euclidean and non-Euclidean) and trigonometry.
- 1(d) The teacher understands basic concepts of number theory and number systems.
- 1(e) The teacher understands concepts of measurement.
- 1(f) The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.
- 1(g) The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).
- 1(h) The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.
- 1(i) The teacher understands the historical and cultural significance of mathematics and the changing way individuals learn, teach, and do mathematics.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
1.1 Knowledge		X	

1.1 Analysis – Syllabi provided for mathematics content courses offered for Candidates seeking secondary math certification. Other evidence provided primarily consisted of exams; one piece of evidence was an example of an in-class workshop and another a worksheet. Candidate portfolios were accessed to document content knowledge through transcripts and PRAXIS scores. Please see specific examples for each knowledge subsection below:

1(a): Misaligned evidence provided; the standard is asking for evidence that the Candidate has an understanding of how to incorporate a variety of problem-solving instructional approaches in their own teaching. Evidence found that Candidates received instruction on this practice in the EDU 542 Secondary Math Methods syllabus.

1(b): Pre-requisite mathematics courses cover algebraic content necessary to complete mathematics courses for a mathematics degree; those courses that focus on the concepts

of algebra needed to teach at the secondary level. Syllabus provided for MAT 275 Multivariable calculus.

1(c): Evidence provided on Introduction to Proof, MAT 280 through 283, courses that cover geometry content relative to other mathematical content; such as, algebraic geometry found in number theory and transformations in sets and functions. The syllabus for Mathematics 370 – Geometry, a course required of secondary math Candidates, was provided; content aligned to the standard.

1(d): Syllabi and handout evidence provided indicates that the Candidate receives instruction in the basic concepts of number theory and number systems; MAT 280 and 252.

1(e): Program content courses cover concept of measurement; mandatory physics courses extend the needed understanding of measurement.

1(f): Syllabi and exam evidence provided indicates that the Candidate receives instruction on the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus; Applied Calculus, Single-Variable Calculus and Multi-Variable Calculus.

1(g): Syllabi and exam evidence provided for statistics courses indicate that the Candidate will receive the needed instruction to meet the standard; per content interview, a statistics course is mandatory for all Candidates seeking a secondary math certificate; MAT 125, 212 and/or 311.

1(h): Misaligned evidence; the standard is asking for evidence that the Candidate has an understanding of how to determine if an alternative algorithm that a student comes up with is legitimate, and how that alternative algorithm connects to the standard algorithm. Evidence found in the EDU 542 Secondary Math Methods syllabus; activities and required text align to the standard; however, the Mathematical Mindset text, by Jo Bohler, only focuses on elementary level application.

1(i): The syllabus and exam provided documents that the Candidate receives instruction on the history of mathematics.

Sources of Evidence

- Mathematics Program: Syllabi, exams, worksheets, and classroom activities
- Mathematics Program Faculty: Interviews
- Candidate Portfolios: PRAXIS Scores, transcripts and exams

Performance

- 1(j) The teacher incorporates the historical perspective and current development of mathematics in teaching students.

- 1(k) The teacher applies appropriate and correct mathematical concepts in creating learning experiences

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Candidate portfolios provided; please see specifics below:

- All Candidates completing a secondary education minor are required to take EDU 301 – Foundations of Schooling, which provides candidates with instruction on the sociocultural, historical, philosophical, and political contexts that have been a part of shaping education in the United States. However, this evidence not directly related to the teaching of mathematics.
- A Psych 221 Candidate comparison paper provided insight on learning theories and how they apply to mathematics instruction. However, this evidence does not directly relate to the teaching of mathematics.
- One piece of evidence was provided that directly related to current development of mathematics; a teacher interview provided the Candidate with information on the recent changes in the Idaho Content Standards for Mathematics and how that will affect instructional strategies.
- One lesson plan was found that addresses multiplying of polynomials through the use of the area model.
- Lesson plan that provided students with background information on the instructional topic; lesson plan did not provide a description of the background provided.

Sources of Evidence

- PSYCH 221 paper
- Teacher interview
- Lesson plans

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

- 2(a) The teacher knows how to make use of students’ mathematical development, knowledge, understandings, interests, and experiences.
- 2(b) The teacher knows how to plan learning activities that respect and value students’ ideas, ways of thinking, and mathematical dispositions

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge	X		

2.1 Analysis – Candidate portfolios provided:

- A Teaching Exceptional Students’ exam was provided; exam questions focused on terminology/definition, law and policy, and short answer questions on the brain and student learning, disabilities and accommodations, and one question regarding classroom design to meet the needs of all students. This is a great first step towards understanding human development and learning; however, there was no evidence that specifically addressed how Candidates use the knowledge of how students learn mathematics and develop mathematical thinking to inform instruction.
- Teacher explained how she takes into consideration student experiences when creating lessons.

Sources of Evidence

- Teaching exceptional children exam
- Teacher interview

Performance

- 2(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
- 2(d) The teacher plans and delivers learning activities that respect and value students’ ideas, ways of thinking, and promote positive mathematical dispositions.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis – Candidates portfolios provided minimal evidence that indicators 2(c) and 2(d) were met. However, no additional evidence could be found for these performances.

- Lesson plan using social media connections for students to explain their understanding of the properties of two-dimensional shapes.
- Candidate evaluations that spoke to Candidates creating lessons that build on prior knowledge.

Sources of Evidence

- Lesson plan
- Candidate evaluations

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

Knowledge

3(a) The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Candidates portfolios provided:

- A Candidate provided a Text Set or a list of resources with descriptions that a high school student could use to get help with solving word problems; this resource was developed to allow students to choose different resources based on their learning type; i.e. book, video, software, etc.
- A reflection in a portfolio on how assessments could be modified for students who need accommodations; no sample assessment provided.
- A reflection paper provided on how the Candidate assessed learning gaps in students' mathematical knowledge and researched district and other resources that were utilized to help in filling the learning gaps identified.
- A journal/record of intervention strategies that were used with students was provided by a Candidate

Sources of Evidence

- Text Set
- Assessment modification reflection
- Journal/record of interventions

Performance

3(b) 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.

<i>Standard 3 Modifying Instruction for Individual Needs</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>		X	

3.2 Analysis – Candidates portfolios provided as evidence; please see specifics below:

- One Candidate portfolio provides a summary of possible general accommodations/modifications for students with Attention Deficit Hyperactive Disorder (ADHD); however, only engagement and progress monitoring modifications were identified.
- Adding Like Fractions Anchor Chart to aid visual learners
- Jeopardy Review Math Game to cover several approaches for multiple learners, visuals, auditory, collaboration and individual work.

Sources of Evidence

- General accommodations for ADHD students
- Adding Like Fractions Anchor Chart
- Jeopardy review math game

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

- 4(a) The teacher knows how to formulate or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
- 4(b) The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem solving approaches.
- 4(c) The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.
- 4(d) The teacher knows how to frame mathematical questions and conjectures.
- 4(e) The teacher knows how to make mathematical language meaningful to students.
- 4(f) The teacher understands inquiry-based learning in mathematics.
- 4(g) The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).
- 4(h) The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software).

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>	X		

4.1 Analysis – Candidate portfolios provided:

- A two-page reflection on an observation of an integrated mathematics lesson provided for some evidence of indicator 4(a) a means to develop deeper critical thinking and problem solving skills in students through the use of incorporating literacy in a mathematics lesson.
- Candidate observation provided real-time exposure to the teaching using mathematical language meaningfully; students using mathematical language meaningfully as well.
- Lesson plans provided focused on direct instruction and show that the Candidate knows how to communicate concepts through the use of mathematical representations.
- Lesson plans and reflective papers provided evidence of students using technology to deliver the instruction - such as SmartBoards, but not for interacting/learning math – such as, Desmos or Geogebra.
- Inquiry-based learning examples are not inquiry based in that the learning is not active based nor do they originate from an agreed upon/posed problem with student input; a worksheet that generates student engagement is not inquiry based.
- Lesson plans that indicate that students will be engaged in problem solving and mathematical reasoning do not have tasks that require students to participate in discourse nor to generalize to understand the standard algorithm.
- Not enough evidence to meet all indicators under the standard.

Sources of Evidence

- Flipped classroom video
- Candidate Classroom Observation Reflection
- Lesson Plans
- Candidate on-site observation

Performance

- 4(i) The teacher formulates or accesses tasks that elicit students’ use of mathematical reasoning and problem-solving strategies.
- 4(j) The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem solving approaches.
- 4(k) The teacher uses and involves students in both formal proofs and intuitive, informal exploration.
- 4(l) The teacher uses a variety of instructional strategies to develop students’ use of standard mathematical terms, notations, and symbols.
- 4(m) The teacher uses and encourages the students to use a variety of representations to communicate mathematically.

- 4(n) The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.
- 4(o) The teacher uses and involves students in appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>	X		

4.2 Analysis – Candidate evaluations of student teaching provided; see specifics below:

- Program faculty provided feedback on the need for a variety of instructional strategies when direct instruction is overemphasized; could not find follow-up on Candidate growth.
- Additional evaluations provided feedback on growth in Candidate's ability to adjust future instruction after reflection.
- Candidate lesson plan on exploring the interior angles of a triangle; with a natural extension to the relationship between interior and exterior angles. Student work provided as well as a reflection on the level of discourse within the activity.
- A link to a flipped classroom instructional video was provided to demonstrate the use of multiple instructional strategies; but the video would not open.
- Lesson plan on applying linear functions stated that student would be applying the knowledge of linear functions to a social science example; but social science example was not provided. Lesson plans are very procedural in nature with little or no connection to standards, both the content and standards for mathematical practices; it is probably there but the evidence is not captured.
- Lesson plan on a Bridge Experiment provided a rubric that evaluated students on complex and refined mathematical reasoning.
- Lesson plans state that the instruction/task is aligned to the Standards for Mathematical Practices; however, descriptions of this in action are not provided, nor do the instructional tasks provided elicit the mathematical practices from students. Tasks are aligned to direct instruction with note taking and practice to follow.
- Lesson plans show that Candidates develop students' use of standard mathematical terms, notations, and symbols, but primarily through direct instruction.
- Formative Mid-Term Assessment of Candidate indicates that the instruction techniques used engage students; however, there is no information on how the task meets the performance indicators under Standard 4.
- Not enough evidence to meet all indicators under the standard.

Sources of Evidence

- Candidate evaluations

- Lesson plan
- Flipped classroom
- Formative Mid-Term Assessment

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 inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

6(a) The teacher knows and uses appropriate mathematical vocabulary/terminology.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Candidate portfolios syllabi and reflections indicate that the teacher candidate knows and uses appropriate mathematical vocabulary/terminology.

Sources of Evidence

- Candidate portfolios
- Required coursework syllabi
- Intern Final Checklist

Performance

6(b) The teacher encourages students to use appropriate mathematical vocabulary/terminology.

6(c) The teacher fosters mathematical discourse.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – Candidate portfolios and interviews are a source of evidence that indicates 6(b) performance. However, no additional evidence could be found for 6(b) or 6(c).

Sources of Evidence

- Candidate teacher interview
- Field experience review
- Word Ladder Activity

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

8(a) The teacher knows how to assess students' mathematical reasoning

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.1 Knowledge	X		

8.1 Analysis – Candidate portfolios and candidate personal files provide minimal or no evidence that teacher candidates know how to assess student' mathematical reasoning.

Sources of Evidence

- Evaluation of candidate
- Exit ticket

Performance

8(b) The teacher assesses students' mathematical reasoning.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.2 Performance	X		

8.2 Analysis – Candidate portfolio evidence indicates that teacher candidates assess students but no evidence was found to indicate that assessment of mathematical reasoning was taking place.

Sources of Evidence

- Candidate portfolios

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

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 their applications of those ideas within mathematics, as well as to other disciplines.

Knowledge

- 11(a) 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.
- 11(b) The teacher understands the interconnectedness between strands of mathematics.
- 11(c) The teacher understands a variety of real-world applications of mathematics.

Standard 11 Connections among Mathematical Ideas	Unacceptable	Acceptable	Exemplary
11.1 Knowledge	X		

11.1 Analysis – Candidate-required course work provide evidence for 11(a). However, no evidence was provided that teacher candidates meet knowledge for 11(b) and 11(c).

Sources of Evidence

- Course syllabi
- Transcripts

Performance

- 11(d) 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).
- 11(e) The teacher encourages students to identify connections between mathematical strands.
- 11(f) The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

Standard 11 Connections among Mathematical Ideas	Unacceptable	Acceptable	Exemplary
11.2 Performance	X		

11.2 Analysis – Candidate portfolios provide one source of evidence for 11(d). However, no evidence was provided for 11(e) or 11(f).

Sources of Evidence

- Lesson plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	4	3	
Performance	7	5	2	

Areas for Improvement

- It was difficult to evaluate whether the EPP met each standard due to the lack of evidence. This was partially due to the low number of Completers; however, a good portion of the evidence/artifacts provided either did not show alignment to the standards or did not provide enough information to determine one way or another. Evidence/artifacts need to consist of more than just a reflection of the Candidate’s instruction or work. Lesson plans that show evidence of the knowledge indicators, as well as how the embedded tasks help the students meet the performance standards need to be included. For instance, a list of instructional strategies does not provide the evidence that multiple instructional strategies are utilized.
- The EPP’s Candidate classroom observation form focuses more on the delivery of the instruction (i.e. the candidate presented well, had good classroom management, etc.) with little regard to variations to increase student learning, as indicated in the standards, primarily Standard 4, Instructional Strategies, and Standard 11, Connections among Mathematical Ideas.

Recommended Action on Mathematics

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

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

Knowledge

- 1(a) The teacher knows the history and nature of science and scientific theories.
- 1(b) The teacher understands the science content within the context of the Idaho Science Content Standards within their appropriate certification.
- 1(c) The teacher understands the concepts of form and function.
- 1(d) The teacher understands the interconnectedness among the science disciplines.
- 1(e) The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.
- 1(f) The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.
- 1(g) The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – A combination of course syllabi, required coursework, and scope/sequences provide acceptable evidence that teacher candidates demonstrate an understanding of the central concepts, tools of inquiry, and structures of the science disciplines. Secondary science candidates complete an undergraduate degree in a science content area (biology, chemistry, physics) before completing their education minor. Through this approach, candidates develop considerable scientific knowledge. The secondary science methods course (EDU541) provides candidates opportunities to translate their knowledge of and experiences with science at the university level into teaching and learning contexts for secondary students during their internship placement and beyond. Evidence from EDU 541 demonstrates that candidates are taught to focus instruction through the lens of the Idaho State Science Standards/Next Generation Science Standards and emphasize methods of science instruction aligned with current standards and recent changes in science teaching. Evidence provided by the EPP aligned with all knowledge indicators.

Sources of Evidence

- Required course Syllabi
- Praxis scores
- Candidate transcripts

Performance

- 1(h) 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.
- 1(i) The teacher continually adjusts curriculum and activities to align them with new scientific data.
- 1(j) The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.
- 1(k) The teacher helps students build scientific knowledge and develop scientific habits of mind.
- 1(l) The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.
- 1(m) The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.
- 1(n) The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.
- 1(o) The teacher engages in scientific inquiry in science coursework.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Candidate lesson plans and unit plans along with limited examples of student work provide acceptable evidence that teacher candidates create learning experiences that make science subject matter meaningful for students. Evidence was provided across each subject area: biology, chemistry, and physics. Evidence provided by the EPP aligned with most performance indicators.

Sources of Evidence

- Candidate science units
- Candidate lab projects
- Candidate unit plan and assignment rubric from candidate portfolio
- Candidate lesson plans

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

- 2(a) The teacher knows how students construct scientific knowledge and develop scientific habits of mind.
- 2(b) The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Syllabi and required coursework provide acceptable evidence that teacher candidates understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development. In the secondary science methods course (EDU 451) candidates explore historical and current philosophies on science teaching. Evidence provided by the EPP aligned with knowledge indicators.

Sources of Evidence

- Syllabi, scope/sequence, and assignment descriptions
- Candidate portfolios
- Interview with methods instructor

Performance

- 2(c) The teacher identifies students’ conceptions and misconceptions about the natural world.
- 2(d) The teacher engages students in constructing deeper understandings of the natural world.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Candidate lesson plans, reflections, and limited student work samples provide evidence that teacher candidates understand how students learn and develop, and provide opportunities to support their intellectual, social, and personal development. Some examples were provided to demonstrate how teaching candidates administer pre-tests to check for prior knowledge and understanding. Candidate-created assignments involved students pursuing inquiry and research-based learning tasks. Evidence provided by the EPP aligned with all performance indicators.

Sources of Evidence

- Candidate lesson plans and assessment
- Candidate work sample
- Candidate reflections in professional portfolios
- Observation and interview with recent completer

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 students' critical thinking, problem solving, and performance skills.*

Knowledge

- 4(a) The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
- 4(b) The teacher understands how to implement scientific inquiry.
- 4(c) 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(d) The teacher understands how to use research based best practices to engage students in learning science.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – A combination of evidence from EPP coursework in science (including assignment examples) and interviews with faculty, demonstrates that teacher candidates understand and use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills. Evidence provided by the EPP aligned with all knowledge indicators. Interview with EDU 541 (secondary science methods) instructor described how an emphasis was placed on the Idaho State Science Standards and unpacking the three dimensional approach to the standards and utilizing them as a best practice for developing standards-based instruction. Textbook utilizes a variety of strategies with video vignettes that are analyzed in class (indicator 4d).

Sources of Evidence

- Required course syllabi
- Candidate instructional strategies binders
- Interview with adjunct faculty

Performance

- 4(e) The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.
- 4(f) The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.

- 4(g) 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 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – A combination of candidate lesson plans, observations, an interview with a recent completer, and an interview with adjunct faculty provide acceptable evidence that teacher candidates understand and use a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills. In secondary science methods course, candidates develop demonstrations of scientific phenomena, develop labs that match phenomena and standards, and practice delivering instruction to groups of adults and students. An interview with EDU 541 (secondary science methods) instructor described a specific and detailed activity from the course where the candidate took a topic from a HS physics text, identified the key phenomena, created a demonstration of the key phenomena, and developed a lab activity and assessment. The candidate practiced this learning context with a group of teachers and HS students, who positioned themselves as learners and asked authentic questions as they worked through the lesson. Evidence provided by the EPP aligned with all performance indicators.

Sources of Evidence

- Candidate portfolio
- Observation and interview with recent completer
- Interview with adjunct faculty

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 inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

- 6(a) The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
- 6(b) The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.
- 6(c) The teacher understands technical writing as a way to communicate science concepts and processes.

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.1 Knowledge</i>		X	

6.1 Analysis – Interviews with department chairs from biology, chemistry, and physics along with examples of lab syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how to use a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom. Specifically, faculty described several applications of technical writing where candidates received instruction on how to produce technical writing and revise/refine writing. In these examples, candidates were explicitly taught essential components of technical report writing. Some candidates have opportunities to co-author research with faculty. Candidates use a variety of hardware and software in the lab components of their science courses. Evidence provided by the EPP aligned with all knowledge indicators.

Sources of Evidence

- Interview with department chairs
- Required course assignment guidelines
- Student research conference at College of Idaho
- Interview with adjunct faculty

Performance

- 6(d) The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
- 6(e) The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
- 6(f) The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
- 6(g) The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>	X		

6.2 Analysis – Insufficient evidence was provided to demonstrate that teacher candidates use a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom. Some lesson plans that could have potentially met the standard were provided in the evidence, but a lack of student work samples connected to these lessons

made it difficult to determine if/how students were using various modes of communication and technology. Evidence provided by the EPP aligned with half of the performance indicators.

Sources of Evidence

- Candidate interview
- Candidate portfolio

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

- 9(a) The teacher understands the importance of keeping current on research related to how students learn science.
- 9(b) The teacher understands the importance of keeping current on scientific research findings.

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – A combination of course syllabi, interviews with subject matter faculty, and candidate research projects demonstrate that candidates have knowledge of research related to their science content area (biology, chemistry, physics) and the practice of teaching. In a variety of science contexts, candidates are required to interact with research related to their science content area. Candidates also consider current practices of teaching and learning science in the EDU 541 secondary science methods course. Evidence provided by the EPP aligned with all knowledge indicators.

Sources of Evidence

- Required course syllabi
- Interview with College faculty
- Capstone independent research project
- Required course assignments

Performance

- 9(c) The teacher incorporates current research related to student learning of science into science curriculum and instruction.
- 9(d) The teacher incorporates current scientific research findings into science curriculum and instruction.

<i>Standard 9 Professional Commitment and Responsibility</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>	X		

9.2 Analysis – EPP provided insufficient evidence to demonstrate ways in which teaching candidates incorporate current research findings from science into instructional contexts used in the classroom with students. Some evidence (acquired via interview) was provided to demonstrate how candidates are taught to consider current research behind the new Idaho State Science Standards. However, missing from the evidence were examples of lessons or activities that candidates built upon or related to current research in science. Evidence provided by the EPP aligned with two out of two performance indicators; however, this evidence was limited in scope.

Sources of Evidence

- Interview with recent completer
- Interview with adjunct faculty

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

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

Knowledge

- 11(a) The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.
- 11(b) The teacher is aware of available resources and standard protocol for proper disposal of waste materials.
- 11(c) The teacher knows how to properly care for, inventory, and maintain materials and equipment.
- 11(d) The teacher is aware of legal responsibilities associated with safety.
- 11(e) The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.
- 11(f) The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

<i>Standard 11 Safe Learning Environment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.1 Knowledge</i>		X	

11.1 Analysis – Syllabi, required coursework, and university lab safety requirements provide evidence that teacher candidates demonstrate an adequate understanding of the science teacher’s responsibility to provide for a safe learning environment. All secondary science candidates complete an undergraduate degree in a science content area (e.g. biology, chemistry, physics) and complete a comprehensive collection of lab-based courses. Candidates must review and sign off on MSDS sheets for each chemical used in lab. Evidence provided by the EPP aligned with all knowledge indicators.

Sources of Evidence

- Course syllabi from science labs
- Required Lab safety course syllabi
- Research students required to complete annual lab safety training and pass test with 100% in order to receive access to research labs
- Candidate signed lab safety contracts
- Required course syllabi

Performance

- 11(g) The teacher develops instruction that uses appropriate materials and ensures a safe environment.
- 11(h) The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.
- 11(i) The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.
- 11(j) The teacher models safety at all times.
- 11(k) The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.
- 11(l) The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.
- 11(m) The teacher evaluates lab and field activities for safety.
- 11(n) The teacher evaluates a facility for compliance to safety regulations.
- 11(o) The teacher uses safety procedures and documents safety instruction.
- 11(p) The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.
- 11(q) The teacher implements laboratory, field, and demonstration safety techniques

Standard 11 Safe Learning Environment	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis – Candidate work samples and lessons provide evidence of teacher candidate performance related to the science teacher’s responsibility to provide for a safe learning environment. Adequate emphasis is placed on lab safety and through the EDU 451 course, candidates are provided multiple opportunities to develop labs and perform labs with students. There is evidence in the professional portfolios that candidates are integrating lab safety into their intern experiences. Evidence provided by the EPP aligned with 11 of 11 performance indicators.

Sources of Evidence

- Candidate lesson plans
- Lab Safety Assignments
- Required course assignments

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

- 12(a) The teacher knows broad range of laboratory and field techniques.
- 12(b) The teacher knows strategies to develop students’ laboratory and field skills.

Standard 12 Laboratory and Field Activities	Unacceptable	Acceptable	Exemplary
12.1 Knowledge		X	

12.1 Analysis – Syllabi, required coursework, and university lab safety requirements provide evidence that teacher candidates demonstrate competence in conducting laboratory, and field activities. All secondary science candidates complete an undergraduate degree in a science content area (e.g. biology, chemistry, physics) and complete a comprehensive collection of lab-based courses. Evidence provided by the EPP aligned with all knowledge indicators.

Sources of Evidence

- Required course syllabi
- Lab Safety Assignments
- Required course assignments
- Adjunct faculty interview

Performance

- 12(c) The teacher engages students in a variety of laboratory and field techniques.

12(d) The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

<i>Standard 12 Laboratory and Field Activities</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
12.2 Performance		X	

12.2 Analysis – Candidate work samples and lesson plans were provided, but the scope of materials shows minimal evidence of teacher candidate competence in conducting laboratory, and field activities. Evidence provided by the EPP aligned with all performance indicators.

Sources of Evidence

- Candidate lesson plans
- Candidate required safety assignment
- Candidate interview

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7		7	
Performance	7	2	5	

Areas for Improvement

- In many instances, standards were found to be acceptable (minimum of three pieces of evidence and 75% of indicators met) in large part due to evidence gained from interviews with faculty and program completers. A lack of digital and hard copy evidence provided by the EPP made it difficult to mark standards as acceptable without these supplemental interviews. Overall, digital and hard copy evidence was limited in scope.
- Knowledge standards were better supported by evidence than performance standards. Generally speaking, performance standards were characterized by a lack of robust evidence, which was restricted to candidate professional portfolios. These portfolios were generally limited in scope in terms of lessons, unit plans, assessments, data, and samples of student work. A systematic approach by the EPP to collecting and documenting candidate unit plans, lessons, assessments, and samples of student work/achievement would allow the program to more effectively demonstrate its impact on candidate development and its work toward meeting standards.

Recommended Action on Science Foundation Standards

- Approved
- Conditionally Approved
 - Insufficient Evidence

<input checked="" type="checkbox"/>	Lack of Completers
<input type="checkbox"/>	New Program
<input type="checkbox"/>	Not Approved

IDAHO STANDARDS FOR BIOLOGY TEACHERS

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

Knowledge

- 1(a) The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.
- 1(b) The teacher knows the currently accepted taxonomy systems used to classify living things.
- 1(c) The teacher understands scientifically accepted theories of how living systems evolve through time.
- 1(d) The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.
- 1(e) The teacher knows biochemical processes that are involved in life functions.
- 1(f) The teacher knows that living systems interact with their environment and are interdependent with other systems.
- 1(g) The teacher understands that systems in living organisms maintain conditions necessary for life to continue.
- 1(h) The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.
- 1(i) The teacher understands how matter and energy flow through living and non-living systems.
- 1(j) The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – A combination of course syllabi, required coursework, sample lesson plans, assignments, and scope/sequences provide acceptable evidence that teacher candidates demonstrate an adequate understanding of understands the central concepts, tools of inquiry, and structures of the discipline taught. Candidates in this program compete an undergraduate degree in biology before completing their education minor. Through this approach, candidates in the program develop extensive science content knowledge. Evidence provided by the EPP aligned with all knowledge indicators.

Sources of Evidence

- Required course syllabi
- Required course assignment guidelines
- Candidate Praxis scores

Performance

- 1(k) The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.
- 1(l) The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
- 1(m) The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.
- 1(n) 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.
- 1(o) The teacher helps students understand the ways living organisms are adapted to their environments.
- 1(p) The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.
- 1(q) The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.
- 1(r) 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.
- 1(s) The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, burning fossil fuels, seeding clouds, and making snow).
- 1(t) The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Candidate lesson plans and samples of student work provide acceptable evidence demonstrating that teaching candidates create learning experiences that make these aspects of subject matter meaningful for students. Lesson plans reflected a range of experiences and topics from introduction lessons to more advanced investigations and inquiries. Evidence provided by the EPP aligned with most performance indicators. However, evidence was limited in scope due to a lack of completers.

Sources of Evidence

- Candidate portfolio examples including student work.
- Candidate lesson plan and assessment
- Candidate interview

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Areas for Improvement

- Lack of performance evidence and completers were limiting factors in the review of this program. Knowledge standards were better supported by evidence than performance standards. Generally speaking, performance standards were characterized by a lack of robust and varied evidence, which was restricted to candidate professional portfolios. These portfolios were generally limited in scope in terms of lessons, unit plans, assessments, data, and samples of student work. A systematic approach by the EPP to collecting and documenting candidate unit plans, lessons, assessments, and samples of student

work/achievement would allow the program to more effectively demonstrate its impact on candidate development and its work toward meeting standards.

Recommended Action on Biology

- Approved
- Conditionally Approved**
 - Insufficient Evidence**
 - Lack of Completers**
 - New Program**
- Not Approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

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

Knowledge

- 1(a) The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
- 1(b) The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.
- 1(c) The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
- 1(d) The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.
- 1(e) The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.
- 1(f) The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).
- 1(g) The teacher can identify and quantify changes in energy and structure.
- 1(h) The teacher understands the historical development of atomic and molecular theory.
- 1(i) The teacher knows basic chemical synthesis to create new molecules from prec?
Molecules
- 1(j) The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.
- 1(k) The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.
- 1(l) The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.
- 1(m) The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).
- 1(n) 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.
- 1(o) The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.
- 1(p) 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.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
1.1 Knowledge		X	

1.1 Analysis – A combination of course syllabi, required coursework, sample lesson plans, assignments, and scope/sequences provide acceptable evidence that teacher candidates demonstrate an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline taught. Students in this program compete an undergraduate degree in chemistry before completing their education minor. Through this approach, candidates in the program develop extensive science content knowledge. Evidence provided by the EPP aligned with all knowledge indicators.

Sources of Evidence

- Required course syllabi
- Candidate Portfolio and other assignment work
- Candidate Praxis scores

Performance

- 1(q) 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.
- 1(r) The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).
- 1(s) The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.
- 1(t) The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.
- 1(u) The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.
- 1(v) The teacher helps the student understand the composition of neutral and ionic atoms and molecules.
- 1(w) 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.
- 1(x) 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.
- 1(y) The teacher helps the student begin to categorize and identify a variety of chemical reaction types.
- 1(z) The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.
- 1(aa) The teacher helps the student understand and apply modern atomic, electronic and bonding theories.
- 1(bb) The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.
- 1(cc) The teacher helps the student understand the quantitative behavior of gases.

- 1(dd) 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.
- 1(ee) The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.
- 1(ff) The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.
- 1(gg) The teacher helps the student understand and predict the properties and reactions of acids and bases.
- 1(hh) The teacher helps the student understand chemical equilibrium in solutions.
- 1(ii) The teacher helps the student understand and use chemical kinetics.
- 1(jj) The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.
- 1(kk) The teacher helps the student learn the basic organizing principles of organic chemistry.
- 1(ll) 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.
- 1(mm) The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.
- 1(nn) The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.
- 1(oo) The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.
- 1(pp) The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.
- 1(qq) The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>	X		

1.2 Analysis – Limited evidence was provided to demonstrate that the teacher candidate creates learning experiences that make these aspects of subject matter meaningful for students. Evidence provided by the EPP aligned with minimal performance indicators.

Sources of Evidence

- Candidate lesson plans

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Areas for Improvement

- Lack of performance evidence and completers were limiting factors in the review of this program. Knowledge standards were better supported by evidence than performance standards. Generally speaking, performance standards were characterized by a lack of robust and varied evidence, which was restricted to candidate professional portfolios. These portfolios were generally limited in scope in terms of lessons, unit plans, assessments, data, and samples of student work. A systematic approach by the EPP to collecting and documenting candidate unit plans, lessons, assessments, and samples of student work/achievement would allow the program to more effectively demonstrate its impact on candidate development and its work toward meeting standards.

Recommended Action on Chemistry

- Approved
- Conditionally Approved**
 - Insufficient Evidence**
 - Lack of Completers**
 - New Program**
- Not Approved

IDAHO STANDARDS FOR PHYSICS TEACHERS

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

Knowledge

- 1(a) The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
- 1(b) 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.
- 1(c) 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.
- 1(d) The teacher understands contemporary physics events, research, and applications.
- 1(e) The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.
- 1(f) The teacher knows the historical development of models used to explain physical phenomena.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – A combination of course syllabi, required coursework, sample lesson plans, assignments, and scope/sequences provide acceptable evidence that teacher candidates demonstrate an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline taught. Candidates in this program complete an undergraduate degree in physics before completing their education minor. Through this approach, candidates in the program develop extensive science content knowledge. Evidence provided by the EPP aligned with six out of the six knowledge indicators.

Sources of Evidence

- Required course syllabi
- Candidate sample lessons
- Candidate Praxis scores

Performance

- 1(g) The teacher engages students in developing and applying conceptual models to describe the natural world.

- 1(h) The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
- 1(i) The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.
- 1(j) The teacher engages student in the examination and consideration of the models used to explain the physical world.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>	X		

1.2 Analysis – Only one piece of evidence was provided that matched performance indicators. This piece of evidence related to half indicators. Evidence was limited to a single candidate’s portfolio.

Sources of Evidence

- Candidate 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.

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Areas for Improvement

- Lack of performance evidence and completers were limiting factors in the review of this program. Knowledge standards were better supported by evidence than performance standards. Generally speaking, performance standards were characterized by a lack of robust and varied evidence, which was restricted to candidate professional portfolios. These portfolios were generally limited in scope in terms of lessons, unit plans, assessments, data, and samples of student work. A systematic approach by the EPP to collecting and documenting candidate unit plans, lessons, assessments, and samples of student work/achievement would allow the program to more effectively demonstrate its impact on candidate development and its work toward meeting standards.

Recommended Action on Physics

- Approved
- Conditionally Approved**
 - Insufficient Evidence**
 - Lack of Completers**
 - New Program
- Not Approved

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

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

Knowledge

- 1(a) 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).
- 1(b) The teacher understands the ways various governments and societies have changed over time.
- 1(c) The teacher understands ways in which independent and interdependent systems of trade and production develop.
- 1(d) The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.
- 1(e) 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.
- 1(f) The teacher understands geography affects relationships between people, and environments over time.
- 1(g) 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.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Syllabi, required coursework, candidate lesson plans, interviews with instructors, candidates and completers, and candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of 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. All indicators were met.

Sources of Evidence

- Content Area Praxis Scores
- Candidate Work Samples
- Course Syllabi
- Candidate Interviews
- Completer Interviews
- Course Instructor Interviews

Performance

- 1(h) The teacher demonstrates chronological historical thinking
- 1(i) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalities, and interrelationships.
- 1(j) 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.
- 1(k) The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.
- 1(l) The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Syllabi, required coursework, candidate lesson plans, interviews with instructors, candidates and completers, and candidate work samples provide evidence that teacher candidates demonstrate an adequate performance regarding the instruction of social studies concepts. The exception being, 1(k), incorporating current events, global perspectives, and scholarly research into the curriculum. No evidence or artifacts were provided for this indicator.

Sources of Evidence

- Content Area Praxis Scores
- Candidate Work Samples
- Course Syllabi
- Candidate Interviews
- Completer Interviews
- Course Instructor Interviews

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

- 2(a) The teacher understands the influences that contribute to intellectual, social, and personal development.
- 2(b) The teacher understands the impact of student environment on student learning.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge	X		

2.1 Analysis – The evidence provided for Standard 2: Knowledge of Human Development and Learning was incomplete. Course syllabi and candidate interviews provided some evidence for Standard 2. However, a lack of supporting artifacts impacted the outcome. In both 2(a) and 2(b) artifacts such as work samples or lessons from candidates were not available for review.

Sources of Evidence

- Course Syllabi
- Candidate Interviews

Performance

2(c) The teacher provides opportunities for students to engage in civic life, politics, and government.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Syllabi, required coursework, candidate lesson plans, interviews with instructors, candidates and completers, and candidate work samples provide evidence that teacher candidates demonstrate an adequate performance for Standard 2: Knowledge of Human Development and Learning.

Sources of Evidence

- Candidate Work Samples
- Course Syllabi
- Candidate Interviews
- Completer Interviews
- Course Instructor Interviews

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	2	1	1	
Performance	2		2	

Areas for Improvement

- A system for collecting artifacts and data for The College of Idaho Education Department review and program development

Recommended Action on Social Studies Foundation Standards

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR GOVERNMENT & CIVICS TEACHERS

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

Knowledge

- 1(a) The teacher understands the relationships between civic life, politics, and government.
- 1(b) The teacher understands the foundations of government and constitutional and principles of the United States political system.
- 1(c) 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.
- 1(d) 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).
- 1(e) The teacher understands the role of public policy in shaping the United States political system.
- 1(f) 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).
- 1(g) The teacher understands the characteristics of effective leadership.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Syllabi, required coursework, candidate lesson plans, interviews with instructors, candidates and completers, and candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students. The exceptions being 1(f) and 1(g). Little evidence or artifacts were provided in these specific areas.

Sources of Evidence

- Content Area Praxis Scores
- Candidate Work Samples
- Course Syllabi
- Candidate Interviews
- Completer Interviews
- Course Instructor Interviews

Performance

- 1(h) The teacher promotes student engagement in civic life, politics, and government.
- 1(i) 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.
- 1(j) The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.
- 1(k) The teacher integrates global perspectives into the study of civics and government.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – While some evidence provided through completer and cooperating teacher interviews was provided, the EPP failed to demonstrate through artifacts, data, and evidence that candidates are prepared to meet 1(h) the teacher promotes student engagement in civic life, politics, and government or 1(k) the teacher integrates global perspectives into the study of civics and government.

Sources of Evidence

- Cooperating Teacher Interviews
- Completer Interviews

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	1	0	0

Areas for Improvement

- A system for collecting artifacts and data for College of Education review and program development

Recommended Action on Government and Civics

- Approved
- Conditionally Approved – Insufficient Evidence
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR HISTORY TEACHERS

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

Knowledge

- 1(a) The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
- 1(b) The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
- 1(c) The teacher understands how international relations impacted the development of the United States.
- 1(d) The teacher understands how significant compromises and conflicts defined and continue to define the United States.
- 1(e) The teacher understands the political, social, cultural, and economic development of the United States.
- 1(f) The teacher understands the political, social, cultural, and economic development of the peoples of the world.
- 1(g) The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
- 1(h) 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.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Syllabi, required coursework, candidate lesson plans, interviews with instructors, candidates and completers, and candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of 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. No evidence was found to indicate 1(d) knowledge was happening in any required courses.

Sources of Evidence

- Content Area Praxis Scores
- Candidate Work Samples
- Course Syllabi
- Candidate Interviews
- Completer Interviews

- Course Instructor Interviews

Performance

- 1(i) The teacher makes connections between political, social, cultural, and economic themes and concepts.
- 1(j) The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
- 1(k) The teacher facilitates student inquiry on how international relationships impact the United States.
- 1(l) The teacher relates the role of conflicts to continuity and change across time.
- 1(m) The teacher demonstrates an ability to research, analyze, and interpret history.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – While some evidence provided through completer and cooperating teacher interviews was shown, the EPP failed to demonstrate through artifacts, data, and evidence that candidates are prepared to meet *1(i) The teacher makes connections between political, social, cultural, and economic themes and concepts, 1(j) The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history 1(k) The teacher facilitates student inquiry on how international relationships impact the United States, 1(l) The teacher relates the role of conflicts to continuity and change across time.*

Sources of Evidence

- Cooperating Teacher Interviews
- Completer Interviews

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	1	0	0

Areas for Improvement

- A system for collecting artifacts and data for College of Education review and program development

Recommended Action on History

- Approved
- Conditionally Approved – Lack of Completers
- Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS

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

Knowledge

- 1(a) The teacher understands the history and foundation of arts education.
- 1(b) The teacher understands the processes and content of the arts discipline being taught.
- 1(c) The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.
- 1(d) The teacher understands how to interpret, critique, and assess the arts discipline being taught.
- 1(e) The teacher understands the cultural and historical contexts surrounding works of art.
- 1(f) The teacher understands that the arts communicate, challenge, and influence cultural and societal values.
- 1(g) 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).
- 1(h) The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students’ personal and/or career interests.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

Analysis – Course catalog and syllabi descriptions of art, music, and theatre classes show that the history and foundations, processes and content of each discipline have sufficient depth. No evidence was presented to show how the arts enhance a comprehensive curriculum. Assessing, interpreting, and critiquing the arts disciplines are all taught in college course classes and were observable in the candidate orchestra class. Cultural and historical contexts, societal values, and aesthetical purposes are included in most of the college course catalog descriptions.

Sources of Evidence

- Course catalog descriptions of theatre, music, and art classes
- Syllabi of some courses give detailed lessons of different cultural and historical foundations, as well as opportunities for critiques
- Two candidate portfolios (art, music) show strengths in foundational knowledge
- Candidate classroom observation and interview

Performance

- 1(i) The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.
- 1(j) The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.
- 1(k) The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.
- 1(l) The teacher helps students identify relationships between the arts and a comprehensive curriculum.
- 1(m) The teacher provides instruction to make a broad range of art genres and relevant to students.
- 1(n) The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.
- 1(o) The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>	X		

1.1 Analysis - Music candidate thesis regarding ensemble performance and action research, a portfolio lesson plan and picture of a candidate's work with elementary students experiencing music appreciation, a video clip on YouTube showing a middle school choir performance of a Chinese song, and various candidates' lesson plans provide evidence that teacher candidates **in music** demonstrate performance of standards 1i through 1k and 1m through 1o. No clear evidence was provided for 1l.

PERFORMANCE FOUNDATION STANDARDS FOR THEATRE AND ART WERE MISSING. Interviews with theatre dept. chair and art dept. chairs confirm that no EDUCATION candidates have been in these programs for several years (art), or only two currently in their sophomore and junior years (theatre), so there are not currently any connections between the disciplines and education classes. The performance standards for art and theatre candidates are based on the candidates' professional work in the trade, NOT FOR TEACHING P-12 STUDENTS.

Sources of Evidence

- *Music Candidate assignments*
- *Music Candidate lesson plan and reflection*
- *Department Chair Interviews*

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.

Knowledge

- 7(a) The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.
- 7(b) The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>	X		

7.1 Analysis – Music candidate portfolios all showed various examples of artifacts used to demonstrate understanding of the 10 INTASC standards, but not the Idaho Content Standards (**Standard 7a**). Only two candidates referenced the Idaho Content standards, and in each case these were incidental references instead of the integral application of the standards used in instructional planning. Theater and Art portfolios did not provide evidence of indicators for Standard 7.

Sources of Evidence

- Candidate portfolios (music only)
- Candidate lesson plans (music only)
- Candidate audit file notes (music only)

Performance

- 7(c) The teacher incorporates state standards for the arts discipline in his or her instructional planning.
- 7(d) The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>	X		

7.2 Analysis – Little or no evidence was provided to indicate that teacher candidates could incorporate state content standards for the arts discipline in instructional planning nor demonstrate that the processes and uses of the tools necessary for communication of ideas.

Sources of Evidence

- Candidate portfolio (music only)

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

- 8(a) The teacher understands assessment strategies specific to the creative process.
- 8(b) The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.
- 8(c) The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, performance/presentation).

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>	X		

8.1 Analysis – Course catalog descriptions, syllabi, candidate lesson plans, candidate and faculty interviews, art candidate unofficial transcript for 500 level courses, candidate portfolios provide evidence that teacher candidates demonstrate an adequate understanding of Standard 8a in all three subject disciplines. However, since these assessments are related to knowledge in the professional world, no evidence exists for Standards 8b and 8c as relating to PreK-12 students in the art and theatre departments. Music candidates do show some understanding of Standards

8b and 8c in their portfolios, lesson plans, candidate classroom observation, and one candidate interview.

Sources of Evidence

- Candidate interview (music only)
- Candidate portfolio (music only)
- Candidate lesson plans (music only)
- Course catalog descriptions and syllabi
- Candidate personal files

Performance

- 8(d) The teacher assesses students’ learning and creative processes as well as finished products.
- 8(e) The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.
- 8(f) The teacher provides a variety of arts assessments to evaluate student performance.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.2 Performance	X		

8.2 Analysis – Music portfolios, lesson plans, candidate interview, and classroom observation demonstrate student assessments, opportunities for student performance, and both written and performance assessments are an important part of the music ed. candidate’s practice. There is no evidence provided that candidates in art and theatre would be able to show how performance assessment can help inform PreK-12 students’ learning progress.

Sources of Evidence

- Candidate portfolios (music only)
- Candidate lesson plans (music only)
- Candidate observation (music only)

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

- 9(a) The teacher understands the importance of continued professional growth in his or her discipline

<i>Standard 9 Professional Commitment and Responsibility</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>	X		

9.1 Analysis – Music candidates’ portfolios show self-reflection on practice and the recognition of the need for continued professional growth (9a). However, because of a lack of professional commitment instruction, a music candidate’s audit file clearly shows commitment and responsibility misunderstandings between the cooperating teacher, the candidate, and the EPP department chair. This candidate’s self-reflection in her Danielson Domain Four portfolio also states that her building instructional coach and high school principal have provided her with the professional instructional leadership she has needed that did not come in her pre-service education.

No evidence was provided from theatre and art candidates to show those candidates “engaged in the purposeful mastery of the art and science of teaching.” The theatre and art departments (as expressed in interviews with the department chairs) are focused on candidates working in the field professionally, not on teacher preparation.

Sources of Evidence

- Candidate portfolios (music only)
- Music audit file documents
- Interviews with art, music, and theatre department chairs

Performance

9(b) The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

<i>Standard 9 Professional Commitment and Responsibility</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>		X	

9.2 Analysis – Art, music, and theatre candidates all are involved in community exhibits (Senior Art Exhibit), clinics, workshops, and performances for music, and theatrical productions (9b).

Sources of Evidence

- Candidate portfolios (music)
- Senior Art Exhibit photos
- Interviews with art, music, and theatre department chairs

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

- 10(a) The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
- 10(b) The teacher understands the unique relationships between the arts and their audiences.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.1 Knowledge	X		

10.1 Analysis – Music candidates’ portfolios, music methods 442 syllabus, and music candidate interview show Standards 10a and 10b being met. However, no such evidence for “school/district arts program” was evidenced for art and theatre candidates. The art candidate’s secondary methods class was in math, not art.

Sources of Evidence

- Candidate portfolio (music)
- Music Methods 442 syllabus
- Music candidate interview

Performance

- 10(c) The teacher promotes the arts for the enhancement of the school and the community.
- 10(d) The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.2 Performance	X		

10.2 Analysis – Music candidate portfolios contained reflections regarding student concert programs, actual paper copies of concert programs, and photos/videos of students in concert performances, thereby meeting Standards 10c and 10d. Senior Art exhibit photos and college theatre productions show exhibits and performances for the community audiences, but no audience appropriateness criteria for PreK-12 students was evidenced for the art and theatre candidates.

Sources of Evidence

- Candidate portfolio reflections (music)

- Music concert programs
- Photos and videos of music students presenting concerts for school and community audiences

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

Knowledge

- 11(a) The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.
- 11(b) The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

Standard 11 Learning Environments	Unacceptable	Acceptable	Exemplary
11.1 Knowledge	X		

11.1 Analysis – Syllabi for required coursework in art, music, and theatre demonstrate an adequate understanding of safety issues in each discipline (11a). Music candidate lesson plans provide additional evidence that MUSIC teacher candidates demonstrate an adequate understanding of 11a. No evidence was provided from any of the three disciplines to address standard 11b.

Sources of Evidence

- Required coursework syllabi for art, music, and theatre classes
- Music candidates’ lesson plans

Performance

- 11(c) The teacher ensures that students have the skills and knowledge necessary to accomplish art tasks safety.
- 11(d) The teacher manages the simultaneous activities that take place daily in the arts classroom.
- 11(e) The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.

Standard 11 Learning Environments	Unacceptable	Acceptable	Exemplary
11.2 Performance	X		

11.2 Analysis – Music candidate classroom layouts (11d) show simultaneous activity areas. No evidence was provided for Standards 11c and 11e from any of the three arts disciplines.

Sources of Evidence

- Candidate portfolio (music)

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6	5	1	
Performance	6	5	1	

Areas for Improvement

- Art and theatre departments need to develop programs for education preparation
- Music department needs to strengthen education preparation program

Recommended Action on Visual Arts Foundation Standards

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR MUSIC TEACHERS

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

Knowledge: The teacher understands and knows how to teach:

- 1(a) Singing, alone and with others, a varied repertoire of music.
- 1(b) Performing on instruments, alone and with others, a varied repertoire of music.
- 1(c) Improvising melodies, variations, and accompaniments.
- 1(d) Composing and arranging music within specified guidelines.
- 1(e) Reading and notating music.
- 1(f) Listening to, analyzing, and describing music.
- 1(g) Evaluating music and music performances.
- 1(h) Understanding relationships between music, the other arts, and disciplines outside the arts.
- 1(i) Understanding music in relation to history and culture.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Syllabi, required coursework, candidate and dept. chair interviews, and portfolios provide evidence that teacher candidates demonstrate an adequate understanding of Standards 1a-1i .

Sources of Evidence

- Music course syllabi
- Music major required course list
- Music candidate interview
- Music dept. chair interview
- Music candidates portfolios

Performance: The teacher is able to demonstrate and teaches:

- 1(j) Singing, alone and with others, a varied repertoire of music.
- 1(k) Performing on instruments, alone and with others, a varied repertoire of music.
- 1(l) Improvising melodies, variations, and accompaniments.
- 1(m) Composing and arranging music within specified guidelines.
- 1(n) Reading and notating music.
- 1(o) Listening to, analyzing, and describing music.
- 1(p) Evaluating music and music performances.
- 1(q) Understanding relationships between music, the other arts, and disciplines outside the arts.

1(r) Understanding music in relation to history and culture

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Candidate and dept. chair interviews, music candidate portfolios, candidate transcripts, and lesson plans provide evidence that teacher candidates demonstrate performance of 1j-1r.

Sources of Evidence

- Candidate interview
- Dept. chair interview
- Candidate portfolios
- Candidate transcript
- Candidate lesson plans

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.

Knowledge

- 7(a) 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

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Syllabi, required coursework, candidate lesson plans, and candidate portfolios provide evidence that teacher candidates demonstrate an adequate understanding of Standard 7a.

Sources of Evidence

- Course syllabi
- Required Coursework
- Candidate lesson plans
- Candidate portfolios

Performance

7(b) 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.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>		X	

7.2 Analysis – Candidate classroom observation, candidate portfolios, YouTube video clip, and candidate lesson plans provide evidence that sequential, holistic, and cumulative processes are utilized by music teacher candidates to meet Standard 7b.

Sources of Evidence

- Classroom observation
- Candidate portfolios
- YouTube video
- Candidate lesson plans

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	2	0	2	0
Performance	2	0	2	0

Areas for Improvement

- Formalize a more structured program for music education.
- Create a standard portfolio requirement checklist.

Recommended Action on Music

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

Due to Foundational Standards not being approved.

IDAHO STANDARDS FOR THEATRE ARTS TEACHERS

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

Knowledge

- 1(a) The teacher knows the history of theater as a form of entertainment and as a societal influence.
- 1(b) The teacher knows the basic theories and processes of play writing.
- 1(c) The teacher understands the history and process of acting and its various styles.
- 1(d) 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).
- 1(e) The teacher understands the theory and process of directing theater.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Required coursework, department chair interview, and course syllabi provide evidence of adequately meeting Standards 1a-1e.

Sources of Evidence

- Catalog course descriptions
- Course syllabi
- Department chair interview

Performance

- 1(f) The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright’s intent.
- 1(g) The teacher supports individual interpretation of character, design, and other elements inherent to theater.
- 1(h) The teacher demonstrates proficiency in all aspects of technical theatre.
- 1(i) The teacher is able to direct shows for public performance.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – According to the theatre department chair, the theatre program at College of Idaho is focused on preparing candidates to work in the theatre industry, or to continue study for an MFA in another institution. The candidate artifacts provided are geared toward the individual

candidate's performance and learning, rather than preparing candidates to teach theatre to students in PreK-12 schools.

Sources of Evidence

- Department chair interview
- Candidate 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.

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.

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

Knowledge

- 11(a) The teacher understands how to safely operate and maintain the theatre facility.
- 11(b) The teacher understands how to safely operate and maintain technical theatre equipment.
- 11(c) The teacher understands OSHA and State Safety standards specific to the discipline.

11(d) The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.).

<i>Standard 11 Safety and Management</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.1 Knowledge</i>		X	

11.1 Analysis – The required coursework and syllabi, candidate portfolio reflections, along with the department chair interview show the candidates’ preparation and understanding of Standards 11a-11c. No evidence was provided to show a candidate’s understanding of managing the safety requirements to the drama classroom (11d).

Sources of Evidence

- Required coursework and syllabi
- Candidate portfolio reflections
- Department chair interview

Performance

- 11(e) The teacher can safely operate and maintain the theatre facility.
- 11(f) The teacher can safely operate and maintain technical theatre equipment.
- 11(g) The teacher employs OSHA and State Safety standards specific to the discipline.
- 11(h) The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.).

<i>Standard 11 Safety and Management</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.2 Performance</i>		X	

11.2 Analysis – The interview with the department chair and candidate portfolios show the performance safety standards of 11e to 11g are met. Since the theatre department is preparing candidates to work in the theatre industry, the portfolio entries show the candidate’s own performance in the theatre, not the ability to safely manage a drama classroom (11h).

Sources of Evidence

- Department chair interview
- Candidate portfolios
- Candidate resumes

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	2	0	2	0
Performance	2	1	1	0

Areas for Improvement

- Devise a program to prepare candidates to teach in secondary classrooms, not just work in the theatre industry or go on to graduate school.

Recommended Action on Drama

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR VISUAL ARTS TEACHERS

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

Knowledge

- 1(a) The teacher understands a variety of media, styles, and techniques in multiple art forms.
- 1(b) The teacher has knowledge of individual artists' styles and understands the historical movements and cultural contexts of those works.
- 1(c) The teacher understands the elements and principles of art and how they relate to quality in works of art.
- 1(d) The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.
- 1(e) 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.
- 1(f) The teacher understands the value of visual art as an expression of our culture and possible career choices.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – A review of candidate portfolios, coursework, audit file documents, and interviews with the co-chairs of the art department provide evidence of strong subject matter knowledge (1a-1f). Though art vocabulary and interpretation is evident in required coursework, there is no evidence to support the understanding of art forms and disciplines “across the curriculum” (last part of standard 1d)

Sources of Evidence

- Candidate portfolios
- Audit file documents
- Interviews with art department co-chairs
- Required coursework

Performance

- 1(g) The teacher applies a variety of media, styles, and techniques in multiple art forms.
- 1(h) The teacher instructs students in individual artist styles and understands historical movements and cultural context of those works.
- 1(i) The teacher applies the elements and principles of art and how they relate to quality in works of art.

- 1(j) The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum.
- 1(k) The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.
- 1(l) The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.
- 1(m) The teacher makes reasoned and insightful selections of works of art to support teaching goals.
- 1(n) The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.
- 1(o) The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – The senior art exhibit and portfolio provide evidence of Standards 1g, 1i, 1k, and partial evidence of 1j. The other performance standards requiring classroom student involvement (1h, partial 1j, 1l, 1m, 1n, 1o) are not adequately supported with evidence from candidate portfolios.

Sources of Evidence

- Senior art exhibit
- Candidate portfolios

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	1	0	0

Areas for Improvement

- Prepare a systemic program of preparation for teaching art in the classroom

Recommended Action on Visual Arts

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS

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

Knowledge

- 1(a) The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.
- 1(b) The teacher knows the target culture(s) in which the language is used.
- 1(c) The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.
- 1(d) The teacher knows the history, arts, and literature of the target culture(s).
- 1(e) The teacher knows the current social, political, and economic realities of the countries related to the target language.
- 1(f) The teacher understands how the U.S. culture perceives the target language and culture(s).
- 1(g) The teacher understands how the U.S. is perceived by the target language culture(s).
- 1(h) The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – Required course syllabi, interviews, and assignments provide minimal evidence that World Language teacher candidates meet knowledge indicators 1(a)-1(h)

Sources of Evidence

- Required course syllabi
- College faculty interview
- Course assignment guidelines

Performance

- 1(i) 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.
- 1(j) The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.
- 1(k) The teacher promotes the value and benefits of world language learning to students, educators, and the community.
- 1(l) The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

- 1(m) The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
- 1(n) The teacher systematically incorporates culture into instruction.
- 1(o) The teacher incorporates discussions of the target culture’s contributions to the students’ culture and vice-versa.
- 1(p) The teacher encourages students to understand that culture and language are intrinsically tied.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>	X		

1.2 Analysis – Evidence showed one piece of evidence with competency in the teacher having the ability to write in the secondary language, as well as a lesson plan for instruction in the four strands. Missing evidence for the benefit to educators and communities, formal and informal contexts to practice speaking purposefully, instruction evidence, contributions of students’ cultures into target’s culture, and how language and culture are intrinsically tied.

Sources of Evidence

- Lesson Plan
- Portfolio
- Candidate portfolios

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

- 2(a) The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.
- 2(b) The teacher understands that cultural knowledge is essential for the development of second language acquisition.
- 2(c) The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.
- 2(d) The teacher knows the methodologies and theories specific to second language acquisition.
- 2(e) The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

<i>Standard 2 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>	X		

2.1 Analysis – Evidence received showed acceptable levels of Spanish language in the four domains for the candidate along with a course syllabus explaining language acquisition. Missing were evidence pieces for teacher performance in the areas of using target language in the four domains, cultural knowledge, situations where lower-risk for language practice, and evidence for benefits of learning a second-language.

Sources of Evidence

- Portfolios
- EDU 512 Linguistics Course Description
- College faculty interview

Performance

- 2(f) The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.
- 2(g) The teacher integrates cultural knowledge into language instruction.
- 2(h) The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.
- 2(i) The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students’ understanding and fluency.
- 2(j) The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

<i>Standard 2 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>	X		

2.2 Analysis – Evidence which showed language building on strengths was acceptable, but missing were instructional strategies, fluency skills/practice, and collegiate/graduation requirements.

Sources of Evidence

- Lesson Plan
- Candidate Lesson Reflection

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

- 3(a) 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.
- 3(b) The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

<i>Standard 3 Modifying Instruction for Individual Needs</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>		X	

3.1 Analysis – A telephone interview with an instructor provided evidence for understanding how students' learning/lifestyles affect language acquisition, candidates' portfolios showed evidence of perception and roles played in culture.

Sources of Evidence

- Candidate Portfolios
- EDU 501 Teaching in A Diverse Society course description
- Instructor Interview

Performance

- 3(c) The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.
- 3(d) The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

<i>Standard 3 Modifying Instruction for Individual Needs</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>	X		

3.2 Analysis – Evidence was provided by a syllabus, but missing were differentiated instructional pieces to meet students' needs.

Sources of Evidence

- EDU 505 ESL & Bilingual Methods course description

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

- 4(a) The teacher understands that world languages methodologies continues to change in response to emerging research.
- 4(b) The teacher understands instructional practices that balances content-focused and form-focused learning.
- 4(c) The teacher knows instructional strategies that foster higher-level thinking skills such as critical-thinking and problem solving.

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>	X		

4.1 Analysis – No evidence provided.

Sources of Evidence

- No evidence provided.

Performance

- 4(d) The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.
- 4(e) 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.
- 4(f) The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>	X		

4.2 Analysis – No evidence provided.

Sources of Evidence

- No evidence provided.

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

- 5(a) The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.
- 5(b) 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.

<i>Standard 5 Classroom Motivation and Management Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>	X		

5.1 Analysis – Little or no evidence was provided to indicate that teacher candidates know classroom motivation and management skills.

Sources of Evidence

- Lesson plan

Performance

- 5(c) The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

<i>Standard 5 Classroom Motivation and Management Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>	X		

5.2 Analysis – The EPP provided no evidence that teacher candidates are able to implement classroom motivation and management techniques.

Sources of Evidence

- No evidence provided.

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

6(a) The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.1 Knowledge</i>	X		

6.1 Analysis – Little or no evidence was provided to indicate that teacher candidates have the communication skills necessary to meet indicator 6(a)

Sources of Evidence

- Required course syllabi

Performance

6(b) 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.

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>	X		

6.2 Analysis – The EPP provided no evidence that teacher candidates could perform the communication skills necessary to meet indicator 6(b)

Sources of Evidence

- No evidence provided.

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

Knowledge

- 7(a) The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
- 7(b) 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.
- 7(c) 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.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>	X		

7.1 Analysis – The EPP provided no evidence that teacher candidates could meet Instructional Planning Skills standard 7.

Sources of Evidence

- No evidence provided.

Performance

- 7(d) The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
- 7(e) 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.
- 7(f) The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>	X		

7.2 Analysis – The EPP provided no evidence that teacher candidates could meet Instructional Planning Skills performance indicators.

Sources of Evidence

- No evidence provided.

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

- 8(a) The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.
- 8(b) The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.
- 8(c) The teacher understands the importance of assessing the content and the form of communication.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>	X		

8.1 Analysis – The EPP provided no evidence that teacher candidates were able to gain knowledge necessary to meet indicators under standard 8: Assessment of Student Learning.

Sources of Evidence

- No evidence provided.

Performance

- 8(d) The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.
- 8(e) The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.
- 8(f) 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.
- 8(g) The teacher appropriately assesses for both the content and form of communication.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>	X		

8.2 Analysis – The EPP provided no evidence that teacher candidates can meet performance standards for standard 8: Assessment of Student Learning

Sources of Evidence

- No evidence provided.

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

- 10(a) The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

- 10(b) The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.
- 10(c) 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.
- 10(d) The teacher understands the effects of second language study on first language.

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.1 Knowledge</i>	X		

10.1 Analysis – The EPP provided no evidence that teacher candidates are afforded the opportunity to gain knowledge for standard 10: Partnership.

Sources of Evidence

- No evidence provided.

Performance

- 10(e) 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.
- 10(f) The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.
- 10(g) The teacher encourages students to participate in community experiences related to the target culture.
- 10(h) 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.

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>	X		

10.2 Analysis – The EPP provided no evidence that teacher candidates have the ability to perform the indicators for standard 10.

Sources of Evidence

- No evidence provided.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	9	8	1	0
Performance	9	8	1	0

Areas for Improvement

- The World Languages preparation program needs to find ways to meet the missing standards for teacher candidates.

Recommended Action on World Languages

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

Idaho Educator Preparation Full Unit Program Review

STATE TEAM REPORT

COLLEGE OF IDAHO

APRIL 15-17, 2018

**Professional Standards Commission
Idaho State Board of Education
Idaho State Department of Education**



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INTRODUCTION

Rejoinder Introduction

The April 2018 State Accreditation Visit was a difficult one for The College of Idaho EPP in many respects. Although multiple members of the site visit team noted that they believe our graduates are effective teachers, they did not observe sufficient connection between the program and its outcomes. The lack of effective assessment often resulted in a lack of data, which, in turn, rendered difficult or impossible the crucial task of ongoing program improvement.

Our reflection and analysis since receiving the State Team Report suggest four reasons for these deficits. First, we have treated process of assessment as being separate from that of instruction, constituting an additional set of tasks to be conducted apart from the enterprise of teaching and learning that constitutes the center of our focus. Second, we have failed to maintain currency and alignment with changing educational accreditation standards. Third, in some aspects of our program we have cast assessment in opposition to program design. Fourth, and finally, at an operational level we have failed to integrate regular review of assessment data into our annual schedule as a routine feature of our day-to-day and week-to-week work.

In response to these issues, we have formulated multiple improvements to our program that we believe will meet and exceed the state's evidence thresholds while yielding sustainable, regular, and rich program-level assessment. First, the EPP will change when and how it collects and analyzes artifacts that demonstrate fulfillment of required standards. Previously, the EPP faculty culled artifacts from the portfolios that candidates are required to submit at multiple points in the program. In their portfolios, candidates submit multiple artifacts and reflections aligned to each of the ten INTASC standards. We have discovered through the current accreditation process that while these portfolios are pedagogically useful to help candidates think coherently about their progress as (future) teachers, they are less useful for program assessment because the process delegates artifact submission to the candidates and takes place after the program is complete. The burden the faculty has felt trying to represent the program based on what candidates submit has proven as frustrating as it is unsustainable. Beginning immediately, in fall 2018, EPP faculty and student-teaching supervisors will collect appropriate artifacts on the front end, as candidates produce them during their coursework or field placements. Toward this end, EPP faculty members have already identified a number of "anchor artifacts" (see General Appendix) they will require interns to submit during their student-teaching year. As the next year progresses, supervisors will continue to refine which artifacts are most helpful to demonstrate candidates' competencies. Relatedly, the EPP department chair will coordinate artifact collection with faculty teaching courses for the EPP as adjuncts or in other campus departments.

Second, the EPP will continue to review the alignment of its program to required standards. During the summer, as preparation for this rejoinder, the EPP mapped its current elementary program according to the related Core Standards (See General Appendix). As a result of that process, and with the insights of the program's new faculty member with experience in literacy, the department has already identified changes to its required elementary program coursework in the future (pending approval through the campus curriculum approval process). It will require EDU 253 Language Development and Literacy to replace EDU 350 Literature for Children and

Adolescents. The new requirement, coupled with the existing required courses EDU 304 Literacy Development and EDU 305 Literacy in the Content Areas, will better align the program to the Core Standards for Elementary Teachers and the Instructional Shifts for the Language Arts. In the fall 2018 term, the department chair will work with partners across other endorsement areas to map their curriculum to the related standards. The EPP faculty also have a clearer understanding of the overall assessment requirements of the state—INTASC, Idaho Core, State Specific Requirements, CAEP—and how to better integrate program assessment, beyond candidate assessment.

Third, the EPP has identified changes necessary in its EDU 597 Intern Seminar course that corresponds to the student-teaching experience. The EPP is firmly committed to its five-year licensure program, which culminates in a full year of student teaching. The intensive full year internship as a full time classroom teacher yields authentic, embedded, organic learning experiences. Our candidates, our completers, our cooperating teachers and partner principals regularly note the value of the full year experience. Indeed, in the last few years multiple EPP candidates have been hired as teachers of record during the intern year because of this program. However, this authentic, “ground up” experience for our candidates also makes program assessment complicated. We propose to make changes to the concurrent and associated coursework so as to better document and assess the experiences of our candidates.

Specifically, the EPP will revise its Intern Seminar, which corresponds to the student-teaching year, so as to achieve focus on program assessment measures. Previously, the course tended to focus on the social-emotional needs of candidates as they navigated the challenge of the student-teaching year while also being full-time students. Going forward, the Intern Seminar will function as a “learning lab” for candidates, in which they generate artifacts that document their competencies, but also requires them to reflect together on their teaching. In concert with the methods courses delivered during the intern year experience, this “(pre)professional learning community” will allow the EPP better to assess its candidates’ performance in the classroom and generate better artifacts to assess the program itself.

On a related note, the EPP has begun to communicate more direct assessment criteria to its methods-class instructors, who are often adjuncts (and, often k-12 classroom teachers themselves). For example, the EPP will work with instructors to mandate particular anchor assignments beginning in fall 2018. On the whole, these changes should provide a much more robust and routine program assessment structure.

Finally, the EPP recognizes that any assessment system is only as effective as its application allows. Thus, we propose regular, recursive analysis of the program as it generates evidence that candidates are meeting required standards. The EPP acknowledges that it cannot attend to program quality only when up for formal state review. It must make assessment a fundamental, sustainable, generative part of its regular operations. In its response to CAEP review, the EPP proposes a series of program checkpoints at which it conducts formal data analysis. It also proposes “assessment updates” as a regular part of department meetings. Lastly, it will dedicate one meeting at the conclusion of each term to review the previous term’s clinical experiences, especially student-teaching. At the end of each school year, the EPP will facilitate an “assessment

retreat” in which it evaluates data generated throughout the year and makes suggestions for program improvement for the following year.

In the rejoinder that follows, for each unapproved program we will respond specifically to reviewers’ concerns within the text, provide new artifacts, and/ or suggest improvements where appropriate. We have elected to focus at this time on areas for which we did not receive program approval. However, we are mindful that there were areas of insufficiency in other areas of the report. We will return to these areas of deficit in the future to ensure we attend to them as well.

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
Idaho Core Teaching Standards	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 1: Instructional Shifts for Language Arts	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
State Specific Requirements Standard 2: Idaho Comprehensive Literacy Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 3: Instructional Shifts for Mathematics	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
State Specific Requirements Standard 4: Instructional Technology and Data Literacy	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	Instructional Technology portion of this requirement was acceptable. Data Literacy portion was not.
State Specific Requirements Standard 5: Clinical Practice and Performance Assessments	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 6: IDAPA Rule Certification Requirements	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Bilingual Education and English as a New Language	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Elementary Education	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
English Language Arts	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Mathematics	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Science Foundation Standards	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved	

Standards/Program	Recommendation	Notes
	<input type="checkbox"/> Not Approved	
Biology	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Chemistry	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Physics	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Social Studies Foundation Standards	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Government and Civics	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
History	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Visual and Performing Arts Foundation Standards	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Music	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Drama	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Visual Arts	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
World Languages	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	

STATE PROGRAM APPROVAL RUBRICS

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

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

The rubrics describe three levels of performance, unacceptable, acceptable, and exemplary for each of the Idaho Standards for Initial Certification. The rubrics shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards.

Unacceptable	Acceptable	Exemplary
<ul style="list-style-type: none">The program provides evidence that candidates meet fewer than 75% of the indicators.	<ul style="list-style-type: none">The program provides evidence that candidates meet 75%-100% of the indicatorsThe program provides evidence candidates use assessment results in guiding student instruction.	<ul style="list-style-type: none">The program provides evidence that candidates meet 100% of the indicators.The program provides evidence of the use of data in program improvement decisions.The program provides evidence of at least three (3) cycles of data of which must be sequential.

IDAHO CORE TEACHING STANDARDS

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(a) 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.
- 1(b) 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.
- 1(c) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- 1(d) 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.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Syllabi from PSYC 221 and EDU304 identify attention to learner differences and development. Assignments like the “50 strategies” guide candidates through understanding multiple instructional strategies to meet learner needs. Attention to the GLAD framework for language development pedagogy is addressed in one course and was discussed by candidates during interviews. Assessment for readiness and modifying instruction based on learner needs had limited evidence.

Sources of Evidence

- PSYC 221 Syllabus
- EDU 430 Syllabus
- EDUC 304 Syllabus
- Candidate interview responses implied knowledge

Performance

- 1(e) 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.

- 1(f) 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.
- 1(g) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Electronic portfolios and candidate interviews provided evidence that teacher candidates understand learner development. The lesson plan template contains a differentiation/modification for student needs category; however, very few lesson plan examples containing this were provided. A candidate shared experiences where she planned small group centers and stations in her classroom and structures for extra supports for students who need it. There was no evidence of diagnostic assessments for creating developmentally appropriate instruction outside of a learner interest inventory (blank assignment page from a course).

Sources of Evidence

- Candidate interviews
- Course syllabi
- Participation in some community events for collaboration evidenced in pictures and some candidate interviews

Disposition

- 1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development
- 1(i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.
- 1(j) The teacher takes responsibility for promoting learners’ growth and development.
- 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.3 Disposition</i>	X		

1.3 Analysis –Candidate interviews and some candidate reflection papers evidenced a respect for learner development. Candidates also expressed excitement for supporting different learner growth and development. One teacher of record adapted her P.E. instruction to provide modifications for students with special needs. Candidates valued partnerships with lead teachers and sharing information for developing instructional plans. Insufficient evidence was provided to

identify planning instruction based on an assessment of learner need – in particular for typical student misconceptions. A blank dispositions rubric was shared. No formal process for applying the rubric in connection to differentiating or advocating for learner needs was provided.

Sources of Evidence

- Candidate interviews
- Few candidate reflection papers

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(a) 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(b) 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.
- 2(c) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- 2(d) 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.
- 2(e) 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.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Course syllabi identify attention to valuing diverse cultures and how candidates can access information about the values of diverse cultures and communities and incorporate learners’ experiences, cultures, and community resources into instruction. Candidates expressed the capacity for planning instruction with multiple instructional strategies. GLAD framework was shared for planning instruction to meet language acquisition processes and needs. Portfolios include reflection on planning based on individual candidate learning needs.

Sources of Evidence

- EDU 534 Syllabus
- TRIBE curriculum in one course
- Candidate interviews

Performance

- 2(f) 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(g) 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.
- 2(h) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(i) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.
- 2(j) 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.
- 2(k) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

<i>Standard 2 Learning Differences</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – Candidate interviews demonstrated attention to tools for language development in planning and instruction (GLAD)[2j] and learning about modifications via attending one IEP meeting in their clinical placement. One candidate reflection identified a modification for a learner to demonstrate math performance without reading the story problems [2h]. Candidate interviews and reflections demonstrated they had access to knowledge about learner’s personal, family, community experiences and cultural norms. Limited evidence was provided that directly connected to candidate performance in any indicator area. Rationales did claim reasonable expectations performance would occur in a satisfactory manner. Further evidence outlining how this performance standard is met in connection to candidate or completer performance and authentic preK-12 examples is merited.

Sources of Evidence

- Candidate interviews
- Portfolios
- Lead Teacher interviews

Disposition

- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.3 Disposition		X	

2.3 Analysis – Candidate interviews and reflections indicate it could be reasonable to assume “the teacher believes that all learners can achieve at high levels and persists in helping each learner reaching his/her full potential” [21]. Additionally, 2m, 2n and 2o are implied through course syllabi and a few candidate reflections. Limited evidence was provided demonstrating explicit connection to candidate capacity or completer performance connected to Standard 2 dispositions.

Sources of Evidence

- Portfolio reflections
- Candidate interviews
- Lead Teacher interviews

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

- 3(a) 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.
- 3(b) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- 3(c) 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.
- 3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3(e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Evidence for 3a and 3b are provided via course syllabi. TRIBES curriculum demonstrates an emphasis on community in the classroom. One photo of teacher and student class norms implies collaborating with learners to establish and monitor elements of a safe and productive learning environment (3c). Technology is addressed in candidate portfolios and lesson plans. Further evidence outlining how this standard is met in systematic/programmatic ways would be helpful.

Sources of Evidence

- EDU 202 Syllabus
- Classroom Management Plan
- Portfolio artifacts (**ONE** photo)

Performance

- 3(f) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(g) 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(h) 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.
- 3(i) 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.
- 3(j) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(k) 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.
- 3(l) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(m) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Evidence is provided to meet 3i, 3j, and 3m. Course syllabi address communication and the need for positive learning environments and appreciation for cultures. Candidate interviews implied positive learning environments and the building of community, including using interactive technologies. Further evidence outlining how this standard is met in systematic/programmatic ways would be helpful.

Sources of Evidence

- Lesson plans
- Portfolio reflections
- EDU 613 syllabus

Disposition

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) 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(p) 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.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.3 Disposition		X	

3.3 Analysis – Candidate reflection papers, portfolio artifacts, classroom ethnographies and the overall educative community mission demonstrate teacher commitment to working with learners, colleagues, communities, and in the importance of collaboration and respectful communication. Thoughtful observation and responsiveness was paramount in candidate interviews and work samples.

Sources of Evidence

- Candidate interviews
- Candidate Portfolios
- Classroom Ethnographies

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

- 4(a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 4(b) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(c) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

- 4(d) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(e) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Content knowledge may be presumed from undergraduate degree program, praxis scores and individual program reviews. Science methods course provided information on different technologies, common misconceptions in the discipline. Interviews with department chairs and subsequent syllabi examples indicated disciplinary content covered in coursework. Deep knowledge of student content standards may be presumed through lesson plans. Limited cohesive evidence overall is provided. Further evidence outlining how this standard is met in systematic/programmatic would be helpful.

Sources of Evidence

- Department Chair interviews
- Course Syllabi
- Candidate lesson plans

Performance

- 4(f) 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.
- 4(g) 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.
- 4(h) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(i) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(j) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(k) 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.
- 4(l) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(m) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(n) The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>	X		

4.2 Analysis – Academic language is addressed in a few candidate lesson plans and some work samples. Teachers may access school resources and provide materials in dual languages. One candidate shared an example where she had a Spanish text for a native speaker. Candidate interview provided evidence that disciplinary content knowledge was addressed and being transferred to field experience. Insufficient evidence is provided for 4g, 4j, 4k, 4l, and 4n. Learner disciplinary misconceptions are not addressed in performance evidence, portfolios, or lesson reflections.

Sources of Evidence

- Candidate work samples
- Candidate interview

Disposition

- 4(o) 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.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.3 Disposition</i>		X	

4.3 Analysis – Candidate interviews identify appreciation for multiple perspectives and continued learning. Several candidate assignments address personal bias and critical interrogation. Candidates expressed commitment to teaching, their continued learning and collaboration. Further evidence outlining how this standard is met in systematic/programmatic would be useful in evaluating this standard.

Sources of Evidence

- Candidate interviews
- Candidate reflection papers
- Educative community mission in syllabi and candidate discussions

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

- 5(a) 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.
- 5(b) 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.
- 5(c) 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.
- 5(d) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(e) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(f) 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.
- 5(g) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(h) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>	X		

5.1 Analysis – Demonstration of knowledge of technologies and pedagogical technology knowledge may be found in portfolios. Connections to disciplinary content knowledge and accessing information or demonstrating learning were not provided. Interdisciplinary curriculum is emphasized in some candidate assignments. No connections are made to learning theory or enhancement connected to application of disciplinary content knowledge. Insufficient evidence is provided to show 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 (5c); teaching critical thinking processes and helping learners develop high level questioning for independent learning (5e); communication modes across disciplines (5f), creative thinking process for producing original work (5g); and accessing resources to build global awareness and understanding and how to integrate them into the curriculum (5h).

A deeper integration of pedagogy and pedagogical content knowledge systematically throughout programs could support evidence for this standard.

Sources of Evidence

- Candidate assignments

Performance

- 5(i) 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).
- 5(j) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(k) The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.
- 5(l) 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(m) 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.
- 5(n) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

- 5(o) 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.
- 5(p) The teacher develops and implements supports for learner literacy development across content areas

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>	X		

5.2 Analysis – Insufficient evidence was provided for performance indicators under standard 5. Developing and implementing projects where learners analyze complexity of an issue or question using perspectives from varied disciplines and cross disciplinary skills is not evident. Facilitating use of current tools and resources to maximize content learning in varied contexts is not evident. Questioning and challenging assumptions and approaches to foster innovation and problem solving in local and global contexts is not evident. Music evidenced an instance where the teacher created meaningful opportunities for communication for varied audiences. However, there was no evidence provided in the artifacts collection or across programs (5m). Teachers facilitating opportunities for creative problem-solving and novel approaches, including the development of original work was not evident.

Sources of Evidence

- Candidate assignments

Disposition

- 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.3 Disposition</i>	X		

5.3 Analysis – No evidence was provided

Sources of Evidence

- No evidence provided.

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

- 6(a) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(b) 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.
- 6(c) 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.
- 6(d) 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.
- 6(e) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(f) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(g) 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.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
6.1 Knowledge		X	

6.1 Analysis – 75% of knowledge indicators are met with approximately four (4) and one-half standards being fully met. Candidates demonstrate understanding of multiple assessments and their purposes. There are also several portfolio or work sample artifacts that highlight involving students in their own assessment. Alignment to standards is demonstrated. A programmatic focus on teacher analysis of assessment data to guide planning and instruction is not evident.

Sources of Evidence

- Course syllabi (EDU 441)
- Candidate artifacts (e.g., lesson plans) and portfolios
- Observation notes from clinical supervisors observing student teachers

Performance

- 6(h) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(i) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(j) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.
- 6(k) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(l) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(m) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(n) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.
- 6(o) 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.
- 6(p) 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.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>	X		

6.2 Analysis – Limited candidate evidence demonstrates use of multiple forms of assessment and work with teams in their clinical field experiences to match learning objectives. No evidence was provided to highlight minimizing sources of bias in distorting assessment results (6i). Candidates do engage learners in self-assessment and understanding quality work. Multiple forms of assessment are evidenced in candidate portfolios and work samples. Insufficient evidence connects differentiation to assessment – in forms (e.g., product) or diagnosis in teaching.

Sources of Evidence

- One candidate in an interview mentioned collaboration around assessment data
- Supervisor observation notes

Disposition

- 6(q) 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.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.3 Disposition</i>		X	

6.3 Analysis – Candidate interviews and portfolio artifacts demonstrate a commitment to involving learners in assessment processes. Assessment is aligned to instruction and feedback is provided (via portfolio artifact). Multiple assessment forms are taught and reflected upon in candidate artifacts. Accommodations in assessments and testing conditions were mentioned in one candidate reflection. IPLPs were shared as evidence. No explicit connections to assessment indicators were provided with/in IPLP documents.

Sources of Evidence

- Candidate portfolios
- Course assignments
- Observation notes

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

- 7(a) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(b) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(c) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(d) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(e) 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.
- 7(f) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(g) 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).

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Candidate lesson plans and reflections highlight standards alignment and attempts at cross-disciplinary instruction. Learning theory, cultural diversity, and learner development are taught in education courses and candidates list multiple instructional strategies are opportunities for planning instruction. Some candidate lesson reflections demonstrate adjustments are made based on learner response.

Sources of Evidence

- Candidate reflections on lesson plans
- Course syllabi (441, 532/533, PSYC 221, 350, 442)
- Candidate lesson plan reflections

Performance

- 7(h) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(i) 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.
- 7(j) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(k) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(l) 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.
- 7(m) 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.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>		X	

7.2 Analysis – Syllabus statements address Performance Indicators for Standard 7 Planning for Instruction. Unit examples identify appropriate sequencing of learning experiences and formative assessment. Prior knowledge is addressed in lesson plan examples provided. Portfolio examples address designing and delivering appropriate learning experiences. Limited evidence demonstrates collaboration with professionals with specialized expertise.

Sources of Evidence

- Candidate unit examples
- One candidate portfolio
- Lesson plan reflections

Disposition

- 7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.3 Disposition</i>	X		

7.3 Analysis – Dispositions are stated in course syllabi (e.g., 441, 532/533), and implied in unit examples from candidates. Explicit examples or connections to dispositions in Standard 7 are not identified.

Sources of Evidence

- None provided

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

- 8(a) 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.
- 8(b) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- 8(c) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(d) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- 8(e) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8(f) 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.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis - Candidates demonstrate understanding of multiple instructional strategies. Course syllabi address a range of developmentally, linguistically, and culturally appropriate instructional strategies. Multiple forms of communication are minimally addressed. Evidence for evaluating media and technology for quality, accuracy, and effectiveness is minimal.

Sources of Evidence

- Course syllabi
- Candidate interviews
- Candidate portfolios

Performance

- 8(g) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 8(h) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(i) 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.

- 8(j) 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.
- 8(k) 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.
- 8(l) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(m) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(n) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8(o) 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).

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>		X	

8.2 Analysis – Evidence indicates candidates engage learners in using a range of learning skills and technology; recognize the need to use a variety of instructional strategies to support communication; ask some questions of students to stimulate understanding; use different strategies and may adapt instruction to individual needs; provide multiple models; and work to support or monitor student learning. Limited evidence demonstrates teacher collaboration with learners to identify strengths and access to family and community resources; a varied teacher role in the instructional process; and the engagement of all learners in developing higher order questioning skills and metacognitive processes.

Sources of Evidence

- Candidate interviews
- Candidate portfolios
- Candidate reflection papers

Disposition

- 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.3 Disposition</i>		X	

8.3 Analysis – Candidate interviews and a technology unit indicate candidate commitment to deepening awareness and understanding strengths of individual learners along with the exploration of new and emerging technologies to support student learning. Candidates evidence the value of adapting instruction and remaining flexible in the teaching/learning process even with limited performance evidence available.

Sources of Evidence

- Candidate interviews
- Candidate portfolio reflection
- Technology unit

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

- 9(a) 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.
- 9(b) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9(c) 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.
- 9(d) 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, reporting in situations related to possible child abuse).
- 9(e) 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

<i>Standard 9 Professional Learning and Ethical Practices</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>		X	

9.1 Analysis – Individual professional growth plans were shared as evidence items. Candidates were not (yet) aware of this process in their program. Interviews did reveal processes of self-assessment and reflection are in place, along with a willingness to use learner data to analyze practice. Course reflections focus on self-knowledge and potential bias teachers may bring to interactions with others. Further evidence outlining how this standard is met in systematic/programmatic ways would be useful in its evaluation.

Sources of Evidence

- Candidate interviews
- Candidate philosophy statements
- Coursework

Performance

- 9(f) 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.
- 9(g) 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.
- 9(h) 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.
- 9(i) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(j) 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.
- 9(k) 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.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis - Interviews revealed candidate excitement about professional learning opportunities in their schools. Likewise, completers were engaged in professional development in their positions and leading communities of practice and partnerships with colleagues. Candidates reflect on personal bias through multiple course assignments. Insufficient evidence to address 9(k). Further evidence outlining how this standard is met in systematic/programmatic ways would be helpful in its evaluation.

Sources of Evidence

- Candidate interviews
- Completer interviews
- Candidate work sample

Disposition

- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(m) 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.
- 9(n) 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.
- 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 9 Professional Learning and Ethical Practices	Unacceptable	Acceptable	Exemplary
9.3 Disposition		X	

9.3 Analysis – Candidate interviews, reflection papers and an action research project evidence responsibility for student learning, self-knowledge, and a commitment to lifelong learning. Insufficient evidence identifies connection to professional code of ethics, professional standards of practice and relevant law and policy. Further evidence outlining how this standard is met in systematic/programmatic ways would enhance the evidence room.

Sources of Evidence

- Candidate interviews
- Candidate reflection paper
- Action research

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

- 10(a) 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.
- 10(b) 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.
- 10(c) 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.
- 10(d) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – Candidate interviews, course assignments, and portfolio artifacts indicate candidate understanding of school systems (10a), spheres of influence (10b), and the importance of collaborative interaction (10c). Limited evidence supports contributions to a common culture that supports high expectations for student learning. Further evidence outlining how this standard is met in systematic/programmatically ways would be useful in its evaluation.

Sources of Evidence

- Candidate interviews
- Course assignments
- Portfolio artifacts

Performance

- 10(e) 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.

- 10(f) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10(g) 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.
- 10(h) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(i) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
- 10(j) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(k) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10(l) The teacher uses and generates meaningful research on education issues and policies.
- 10(m) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10(o) 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.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>		X	

10.2 Analysis – Candidates and completers evidence their participation in collaborative communities in their school placements, continued learning and engagement in professional development, an appreciation for research and indications they may serve in leadership roles in their professional positions. Limited evidence supports advocacy roles and collaboration with learners and their families for ongoing communication.

Sources of Evidence

- Candidate interviews
- Course assignments (ie., attend IEP meeting; attend school board meeting)
- Participation in PLC meetings at school placements and in profession

Disposition

- 10(p) 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.

- 10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(s) The teacher takes responsibility for contributing to and advancing the profession.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.3 Disposition	X		

10.3 Analysis – Candidates and completers evidence shared responsibility for supporting their school mission(s). Insufficient evidence indicates candidates seek information to collaborate with families and take responsibility for contributing to and advancing the profession. Further evidence outlining how this standard is met in systematic/programmatic ways is merited.

Sources of Evidence

- Candidate interviews
- Comments on candidate midterm evaluation

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	1	9	
Performance	10	3	7	
Disposition	10	4	6	

Areas for Improvement

Overall, the unit provided multiple evidence items for meeting the Core Teacher Standards that were somewhat difficult to track. A more concise alignment of evidence items to specific indicators under each core standard would benefit the overall understanding of the unit and its programs. Working from a clear understanding of the program and individual standard alignment would provide a “big picture” alignment to benefit explanations of the Idaho Core Teacher Standards and how individual courses/assignments/evidence items meet standards across programs. In particular, Standards 4 and 5 had minimal connection to enhancement standards in the Idaho Core Teacher Standards. Dispositions and performance were implied in course syllabi and assignments. Candidate portfolios evidenced examples of Idaho Core Teaching Standards; however, no programmatic analysis or explicit connections among evidence items and professional standards were presented in an aligned, systemic way. A systematic review of the EPP’s recognition of acceptable to unacceptable evidence was unable to be conducted among the artifacts. Therefore, this summary has limited capacity for identifying specific areas for improvement outside of:

- Content Knowledge (4.2)
- Application of Content (5.1)
- Application of Content – performance (5.2)
- Assessment Performance (6.2)
- Dispositions 1.3, 5.3, 7.3, 10.3

Specific Areas for Improvement:

- Establish systemic, programmatic review of dispositions for Core Teacher Standards. It may be possible to use the Dispositions Rubric and reflection assignments as checkpoints across a program. Track data at each point and establish system for programmatic review and continuous improvement. The spreadsheet shared is the vehicle. Provide metrics, examples of feedback to candidate, rationale/process for how the system is used.
- Demonstrate disciplinary content knowledge and its application as addressed (taught) in programs and exemplified in field experiences and completer professional positions through a systemic, programmatic review for continuous improvement
- Develop data-driven decision making (via progress monitoring, assessment literacy, and diagnostic use of assessments for future instruction) as a strand throughout programs and 5th year

Recommended Action on Idaho Core Teaching Standards

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STATE SPECIFIC REQUIREMENTS

STANDARD I: INSTRUCTIONAL SHIFTS FOR LANGUAGE ARTS

- 1(a) Building Knowledge through Content-rich Nonfiction
 - Candidates prepare students to build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.
 - Candidates understand how to evenly balance informational and literary reading in all content areas to ensure that students can independently build knowledge in all disciplines through reading and writing.
- 1(b) Reading, writing and speaking grounded in evidence from text, both literary and informational
 - Candidates facilitate student Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.
 - Candidates create lessons for students that require use of evidence from texts to present careful analyses, well-defended claims, and clear information.
- 1(c) Regular practice with complex text and its academic language
 - Candidates understand how to build a staircase of complexity in texts students must read to be ready for the demand of college and careers.
 - Candidates provide opportunities for students to use digital resources strategically, and to conduct research and create and present material in oral and written form.
 - Candidates foster an environment in which students collaborate effectively for a variety of purposes while also building independent literacy skills.

<i>Standard 1 Instructional Shifts for Language Arts</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>	X		

1.1 Analysis – EPP stated “There is likely not a course offered by the Department of English which does not immerse candidates in works recognized as "literary" (such as poetry, fiction, or drama) and nonfiction (such as significant primary documents reflecting the context from which literary texts emerge and nonfiction works of scholarly literary analysis)”. Evidence provided for English language arts secondary educators indicated candidate content knowledge; however, no evidence provided for how candidates are prepared to implement strategies within the classroom.

Additional evidence provided regarding the First Year Seminar for all College of Idaho attendees indicates coursework and objectives for analytical reading and writing skills. The coursework and skills are not applicable to preparation of educators, rather for content knowledge of the candidates.

Evidence included two digital portfolios of candidates for English Language Arts endorsement area that included unit planning, essays, and performance based assessments; however, the evidence was not sufficient to demonstrate candidate knowledge of instructional shifts for language arts.

Syllabus for EDU 305 includes course objectives regarding literacy skills in the content area and literacy strategies in planning content area lessons and teaching of lessons utilizing the literacy strategies. Candidates are required to pass Idaho Comprehensive Literacy Assessment (ICLA) Standard 2 and Standards 3 and data indicating passage was provided.

EPP provided evidence of candidate’s own content knowledge of language arts; however, no evidence provided for instructional shifts, which is the focus of this state specific standard.

Sources of Evidence

- EDU 305: Literacy in the Content Areas Syllabus
- Candidate Portfolios
- Assessment results for ICLA

Standard 1 Instructional Shifts for Language Arts	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – EPP provided evidence of candidate’s own content knowledge (see 1.1 above) of language arts; however, no evidence provided for instructional shifts nor candidate performance of instructional shifts.

Areas for Improvement

- Embed Instructional Shifts for Language Arts standards within preparation program for all program areas.
- Identify a common task or performance assessment for measuring candidate knowledge and performance.

To address the concerns and areas for improvement listed here, the EPP offers this response, which demonstrates that its candidates possess the requisite knowledge and conduct the appropriate teaching performances to meet this standard:

1(a) Building Knowledge through Content-rich Nonfiction.

- Candidates prepare students to build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.

Jason Hunt's ninth grade students read and discussed the short story, "A Real Durwan" from *Interpreter of Maladies* by the Indian American author Jhumpa Lahiri which includes complex ideas and academic language appropriate for the grade level (Lexile score 1050). See SSR1 Appendix A for copy of the story and related discussion questions. The discussion questions asked students to read what the text says explicitly and to draw logical conclusions from the text. This unit continued with a second story from the same collection.

SSR1 Appendix B contains artifacts from a unit on the nonfiction text, *Unbroken* (Lexile 1010). Ben Schwarting began the unit with a "close reading" of photos related to the text. Vocabulary instruction calls upon students to use contextual cues from the text.

Alyssa Whitt's students looked at a variety of sources of information on the Trayvon Martin shooting, including video clips from news sources, magazine articles, opinion pieces, and political cartoons (See SSR1 Appendix C.) Students analyzed the texts in small groups and completed a chart which asked them to select a perspective and to determine the credibility of the source. Students annotate text as teacher has modeled in previous lessons. (Supervisor's notes.) Close reading of non-fiction texts lead to students writing argumentative essays.

- **Candidates understand how to evenly balance informational and literary reading in all content areas to ensure that students can independently build knowledge in all disciplines through reading and writing**

Note that in SSR1 Appendix B, Ben Schwarting incorporated shorter, supplemental materials from a variety of sources to assist students in relating the text to other disciplines, e.g. suicide by veterans, Japanese immigration, WWII code talkers.

Alyssa Whitt's use of the inquiry model of teaching involves students in "close reading" of a variety of text types: video, advertisements, art, photographs, etc.

Katrina Mendez scaffolded a reading of the Declaration of Independence with her sixth grade social studies classes. (See observation notes of 11/29/17 in SSR Appendix I.) She relates the preamble to the introduction to a paper, something familiar to students. She notes that the language is old (archaic) so the reading is more difficult, but "will break it down together." Katrina also prepared a separate, hands-on, activity to differentiate instruction for students mainstreamed into the class. This is also included in Appendix I.

Olivia Lile's U.S. History students read a selected chapter from Upton Sinclair's *The Jungle* and discussed the influence of this work on social change. (See Lile digital portfolio Domain 1, Artifact 2.)

All elementary candidates teaching in the Caldwell School District use the Common Core aligned curriculum *Journeys*. Candidates placed in second grade classrooms in the fall of 2017, Katy Robinson and Carice Elliot, taught Fables, Realistic Fiction, Humorous Fiction and three Informational texts in their first fall unit. The second unit included five informational texts, Poetry, Realistic Fiction, Fantasy Fiction and Folktales. (See Katy Robinson's pacing guide in SSR1 Appendix I.) The majority of our candidates student teach at least one semester in the Caldwell District. Middleton candidates currently use the Core curriculum, which includes an emphasis in

reading in content areas; a new curriculum will be adopted for the 2020 school year. Candidates in the Vallivue District use the AVID model across curricular areas

1(b) Reading, writing and speaking grounded in evidence from text, both literary and informational

- Candidates facilitate student Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.
- Candidates create lessons for students that require use of evidence from texts to present careful analyses, well-defended claims, and clear information.

SSR1 Appendix D artifacts include examples from candidates' instruction that show how students are expected to cite evidence from text. Aly Whitt's students did oral presentations on protest songs. Jason Wakeman's students worked on rhetorical precis writing, and the candidate provides examples to guide students through using textual examples. He also provided a rubric for a workshop session on an essay assignment that emphasizes the need for using evidence to support. Jason Hunt modeled use of textual evidence from "A Real Durwan" in his example of the TREE model.

Elementary candidates stress the importance of using textual evidence (also part of the *Journeys* curriculum). Sixth grade teacher Samantha Barnes conducted a Socratic Seminar using an AVID model (See SSR1 Appendix H, highlighted sections, and observation notes comment.)

1(c) Regular practice with complex text and its academic language

- Candidates understand how to build a staircase of complexity in texts students must read to be ready for the demand of college and careers.

Note that Ben Schwarting began "close reading" with photographs (SSR1 Appendix A). This was a strategy used by Aly Whitt as well. Her students learned how to read using a SKUM model (Subject, Key Details, Understanding Connections, and Main idea/lesson theme) by beginning with a gallery walk of propaganda posters. (See SSR1 Appendix E, supervisor's notes). Aly modeled this first process first, using a cigarette ad, to demonstrate the necessary attention to detail in close reading.

Katrina Mendez used scaffolding to help sixth grade students read and understand The Declaration of Independence (SSR1 Appendix I).

- Candidates provide opportunities for students to use digital resources strategically, and to conduct research and create and present material in oral and written form.

Aly Whitt used the Boise High computer lab for students to find a protest song. Boise High is a "bring your own device" school; students in Jason Wakeman and Aly Whitt's classrooms frequently did research on topics on their phones. Aly's students developed a final research presentation rubric included in SSR1 Appendix F. Research was presented orally to the class (see

supervisor notes) and students were encouraged to use visuals in their presentations. Jason Hunt's eighth grade students used research to create a travel brochure. SSR1 Appendix F includes student work samples as well as the directions for the brochure and the rubric for assessing it. In Hope DeCuir's 6th grade class, students researched a Greek god online as part of the ELA unit on *Percy Jackson*. Katrina Mendez used Chromebooks extensively in her 6th grade social studies classroom as her supervisor notes of 9/22/18 indicate. (See Appendix F)

- **Candidates foster an environment in which students collaborate effectively for a variety of purposes while also building independent literacy skills.**

Aly Whitt's reflection on her lesson points out her objective of helping students do effective oral presentations. Students often worked in "table groups" and she had them practice their poems in their small groups before presenting to the whole class (See SSR1 Appendix G). Ben's students worked together for their "Lost at Sea" activity, ranking survival needs (SSR1 Appendix B). Jason Wakeman's used writers' workshops to improve academic essays. See the instructions section of 5/16 lesson in SSR1 Appendix G. In SSR1 Appendix I, note that Katrina's social studies students collaborated on their reading of the Declaration of Independence.

Observation notes of 3/1/18 for Haylee Burnham's math class note both academic language (vertices, etc.) as well as a partner based, hands-on activity in which students use manipulatives to define characteristics of triangles. The teacher also asks for student responses in complete sentences. (See SSR1 Appendix J.)

College supervisors regularly suggest collaboration strategies in follow-up conferences with candidates. Table talk, elbow partners, think/pair/share in all K-12 classrooms encourage students to work together. (Appendix J includes examples from supervisor notes.)

Going forward:

The EPP will be intentional in collecting artifacts that represent these ELA instructional shifts. The EPP will collect relevant artifacts from candidates across disciplines during their EDU 305 Content Literacy clinical placements, as well as their student-teaching placements. As part of the ELA methods course, which corresponds to their student-teaching placement, ELA candidates will submit a full unit plan(s) representing lessons in both fiction and non-fiction texts of sufficient complexity for the grade level being taught. The unit will also include a written/oral component grounded in evidence from the text(s) and include opportunities for students to collaborate. Instructor and candidates will specifically reference the instructional shifts, as well as other ELA standards, in this unit of instruction. These units will be housed in the Education Department.

Additionally, college supervisors will collect copies of relevant individual lessons, rubrics, and student work samples pertaining to the ELA instructional shifts and add evidence in the candidates' student-teaching binders; the field placement coordinator will meet with supervisors on a regular basis to brainstorm relevant artifacts and to devise a method to insure that materials are being collected during observations by lead teachers, candidates, and supervisors.

Recommended Action on Standard 1: Instructional Shifts for Language Arts

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 2: IDAHO COMPREHENSIVE LITERACY STANDARDS

- 2(a) Phonics
- 2(b) Phonological Awareness
- 2(c) Fluency
- 2(d) Vocabulary
- 2(e) Comprehension
- 2(f) Writing
- 2(g) Assessment Strategies
- 2(h) Intervention Strategies

Standard 2 Idaho Comprehensive Literacy Standards	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – EPP provided syllabus of EDU 304 and EDU 305 indicating course objectives for Idaho Comprehensive Literacy Standards. Assessment results indicate candidates pass the Idaho Comprehensive Literacy Assessment demonstrating candidate knowledge. Candidate work demonstrate knowledge of standards. Lead teacher interviews indicate that candidates have strong knowledge regarding Idaho Comprehensive Literacy Standards.

Sources of Evidence

- EDU 304: Development of Literacy Syllabus
- EDU 305: Literacy in the Content Areas Syllabus
- Candidate Work
- Assessment results for ICLA
- Candidate Observation
- Lead Teacher Interviews

Standard 2 Idaho Comprehensive Literacy Standards	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Candidate portfolios provide lesson plans and student examples of candidates' implementation of Idaho Comprehensive Literacy Standards including candidate identification of various literacy strategies notebook. EPP identified an additional elective course that was offered beginning in spring 2017: EDU 306 Writing Process and Assessment. Since the course is an elective, it was not included as evidence. Candidate performance on ICLA and examples within portfolios provide sufficient evidence of candidate application of Idaho Comprehensive Literacy Standards.

Sources of Evidence

- EDU 304: Development of Literacy Syllabus
- EDU 305: Literacy in the Content Areas Syllabus
- Candidate Portfolios
- Assessments and assessment results for ICLA

Recommended Action on Standard 2: Idaho Comprehensive Literacy Standards

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 3: INSTRUCTIONAL SHIFTS FOR MATHEMATICS

- 3(a) Focus strongly on the math Standards for Practice.
 - Candidates understand how to significantly narrow and deepen the focus on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.
- 3(b) Coherence- Thinking across grades and linking to major topics within grades
 - Candidates understand the progression of standards from grade to grade and can carefully connect learning across the grades.
- 3(c) Rigor- In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.
 - Candidates understand how to support conceptual understanding and promote student’s ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.

<i>Standard 3 Instructional Shifts for Mathematics</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
3.1 Knowledge	X		

3.1 Analysis – No evidence provided regarding math Standards for Practice (3a).

Lesson plans created by candidates identify objectives, activation of prior knowledge, and activities. No evidence provided regarding candidates understanding of the progression of mathematical concepts (3b).

Math 221 and 222, Mathematics for Elementary Teachers and EDU 542 Secondary Math Methods identifies coursework related to candidate understanding of mathematical concepts as well as how students develop mathematical concepts (3c). No evidence was provided of candidate work.

EPP indicated that this is an area of need and identified that they are and will be working on adjustments to course offerings and data collection.

Sources of Evidence

- Syllabus for Math 221 & 222 Mathematics for Elementary Teachers
- Syllabus for EDU 542 Secondary Math Methods
- Candidate created lesson plans

<i>Standard 3 Instructional Shifts for Mathematics</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>	X		

3.2 Analysis – No evidence provided regarding candidate performance for instructional shifts for mathematics.

Areas for Improvement

- Embed Instructional Shifts for Mathematics standards within the preparation program for elementary and secondary.
- Identify a common task or performance assessment for measuring candidate knowledge and performance.

To address the concerns and areas for improvement listed here, the EPP offers this response, which demonstrates that its candidates possess the requisite knowledge and conduct the appropriate teaching performances to meet this standard:

3a–Practice Standards

(3.1) knowledge

- Students read the standards on the first day of class in MAT 221 Math for Elementary Teachers and discuss each one carefully. In the future, the EPP will collect an anchor artifact-- a poster each candidate creates in which they illustrate the practice standards.
- MAT 222, the second semester of Math for Elementary Teachers, begins with a review of these ideas with an update from what we have learned in MAT 221. Candidates will update the previous posters or making new posters in which they link strategies associated with the practice standards.

(3.2) performance

- In MAT 222, the candidates create a lesson plan and teach it to their peers. The plan is heavily grounded in math education research and standards (both CC and NCTM). The instructor will put more emphasis on having students directly refer to the CC practice standards their lesson involves so that we can use their lessons as evidence for this standard. Course syllabi will also be revised to link these standards.
- Evidence collected from candidates will include a lesson plan, a detailed commentary in which they justify their planning choices, and a reflection written after the teaching of the lesson. The final reflection also includes a more general discussion of their views on math teaching, utilizing all course resources. In the past this has been linked to Common Core Content Standards and NCTM standards, moving forward it will be adjusted to include the Common Core Practice Standards.

3b – Coherence

(3.1) knowledge:

- In MAT 221, candidates will more formally read the Common Core Content Standards as they cover content sequentially. They will read them both by grade (to become familiar with what's in each grade) and by standard (to see how topics evolve over the grades).

(3.2) performance:

- As mentioned above, in MAT 222, candidates create a lesson plan and teach it to their peers. This assignment will be modified to have more direct emphasis on articulating what knowledge k-8 students would have coming into this lesson and lessons that might follow this lesson. This would be directly linked to content standards and show that students can follow a topic between grades. The commentary assignment would specifically be altered to include thinking about what knowledge would come before and after the focal lesson.

3c—Rigor

(3.1) knowledge

- Conceptual understanding, procedural skills and fluency, and application are central concepts in MAT 221 and MAT 222 Math for Elementary Teachers. For example, when covering multiplication, candidates begin by thinking conceptually about types and models of multiplication (repeated addition, array models, part of a quantity). Candidates learn to connect word problems and real life situations with the different models, with a heavy focus on visual representations. They also learn to write their own word problems to match the types. After this, candidates spend time engaging in multiplication number talks, so they learn to use their conceptual knowledge of multiplication to help them become fluent in mentally computing multiplication problems. Finally, candidates discuss the standard algorithm of multiplication and how it connects conceptually to the previously learned ideas.
- Evidence collected during this process will include instructor lesson plans, candidate work done in class to describe different types of multiplication, word problems written by candidates in class, candidate thinking recorded on the board during number talks, and handouts in which candidates explain the standard algorithm. Many of the concepts are also tested on both quizzes and exams.

(3.2) performance

<https://roxannaalmataya1994.weebly.com/math-lesson-plan.html>

In addition to the MAT 221/ MAT 222 course, the EPP will collect artifacts as candidates teach lessons during their clinical placements, especially in EDU 305 Literacy in the Content Area and

during student-teaching. The revised student-teaching Intern Seminar course will become a prime target for candidates to refine their teaching of Math Instructional Shifts.

Recommended Action on Standard 3: Instructional Shifts for Mathematics

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 4: INSTRUCTIONAL TECHNOLOGY AND DATA LITERACY

- 4(a) Fluency using Student Data Systems Evidence that candidates are able to access and analyze data to make data-driven curricular decisions
 - Candidates understand how to support conceptual understanding and promote student’s ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.
- 4(b) Appropriate Integration of Educational Technology
 - Candidates meet pre-service technology requirement in the *Idaho Standards for Initial Certification of Professional School Personnel*.

Standard 4 Instructional Technology and Data Literacy	Unacceptable	Acceptable	Exemplary
4.1 Knowledge	X		

4.1 Analysis – Candidates use a variety of technology to display their own individual work and deliver instruction. No evidence of program development for instruction in integrating technology within the classroom provided. Lead teachers report that candidates have strong knowledge regarding technology and have the ability to use technology in the classroom.

Given this report from our lead teachers, we believe we have demonstrated that our candidates effectively implement technology into their own teaching, indeed. Given the artifacts we submitted previously that show candidates using technology in their teaching, in concert with new artifacts included below, we believe we have fulfilled our obligations to this standard. EPP faculty will continue to pursue opportunities to model and practice technology integration for candidates. Where appropriate, we will document candidates’ effective applications of technology as they produce lessons in clinical experiences.

In EDU 441, candidates developed and taught a lesson to their peers about integrating technology into instruction. The lesson plan and observation notes of that teaching experience are linked [here](#).

Evidence regarding data literacy included EDU 520 syllabus and candidate portfolios. EDU 520 included content regarding different assessments and their use; however, no evidence provided for use of assessments for data driven decisions.

We have revised the EDU 520 course beginning fall 2018 to ensure this is privileged and, especially, to create anchor artifacts that demonstrate candidates’ use of assessment to inform instruction, including technology-driven assessment instruments. We firmly maintain that, as an organic and regular requirement of their experience as full-time teachers during their intern year, our candidates practice this regularly. However, we recognize that we have done a poor job at representing this ability. Thus, during candidates’ student-teaching placements, we will more intentionally collect evidence of candidates’ ability to analyze data and modify instruction

accordingly. As the EDU 520 syllabus notes, these lessons exist already, but we have done a poor job of documenting candidates' performance.

Sources of Evidence

- Digital Portfolios
- Digital Images
- Candidate Observation
- EDU 520 Assessment for Learning Syllabus
- Lead Teacher Interviews

Standard 4 Instructional Technology and Data Literacy	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – Candidate observation included usage of Smartboard to display reading curriculum and navigate through the activities of the reading lesson. A few candidate portfolios showed a section regarding their action research that included a review of student assessment data for designing instruction. As indicated in 4.1, candidates are able to use technology for their own work and delivery of instruction; however, there was no evidence of embedded technology for student learning.

Again, as “digital natives,” our candidates often use technology in their own learning and engage it in their own teaching, as resources available to them in their teaching sites allow. For example, Katrina Mendez taught a lesson on the American Revolution by intergrating QR codes with her 6th grade students. Because she could not cover all of the content she wanted to, and to allow for student interest, she used the QR codes as a strategy to engage students and help them collaborate (See link to [Danielson portfolio, standard 1d](#)). Megan Luchs created an assignment in which her 8th grade social studies students were to create a “fakebook” (i.e. “fake facebook”) profile of the first three presidents. As she notes in her reflection on this lesson, however, while she initially designed the lesson as on online assignment, technical difficulties during her actual teaching day caused her to shift to a “back up” plan in which students created paper-based fakebook profiles. See her link to this assignment on her [online Danielson portfolio, standard 3e](#).

In the future we will require candidates to submit artifacts of students' engagement with technology as an anchor artifact during their intern seminar.

Sources of Evidence

- Digital Candidate Portfolios
- Digital Images
- Candidate Observation

Areas for Improvement

- Identify a common task or performance assessment for using student assessment data to make data driven decisions.
- Embed the use of technology for student learning within program

Recommended Action on Standard 4: Instructional Technology and Data Literacy

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 5: CLINICAL PRACTICE AND PERFORMANCE ASSESSMENTS

- 5(a) Robust Clinical Practice and Internships
 - The educator preparation program implements the Idaho Standards for Model Preservice Clinical Teaching Experience as written and approved by ICEP.
- 5(b) Accurate and Informative Performance Assessments
 - Candidates receive accurate performance evaluations which include formative and summative assessments. A proficient score on a summative evaluation using the Danielson Framework is required in order to recommend a candidate for certification.

<i>Standard 5</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Clinical Practice and Performance Assessments</i>		X	

5.1 Analysis – Intern Handbook identifies prerequisites for placement into student teaching that align with the Idaho Standards for Model Preservice Clinical Teaching Experience. According to the Intern Handbook, at least five observations by clinical faculty and three observations by lead teacher, a summative assessment based on the Danielson Framework, and an Individualized Professional Learning Plan (IPLP) are required. In contrast, the EPP narrative within the online portal states, “Interns are observed a minimum of ten times during a semester”. Clinical faculty, administrators and lead teachers indicate student teachers are observed frequently, at least once a month, and for some candidates, more frequently.

The Intern Handbook did not provide specific criteria for the mentor teacher, but states that the mentors should be “carefully chosen classroom teachers”. The building administrator is identified as the individual that is required to determine placement with “skilled lead teachers who can work effectively with interns”. EPP provided additional document identifying lead teachers for the 2017-2018 school year who met the following criteria: minimum five years teaching, certified in the content area, and recommended by administrator. This criteria meets part of the requirements for mentor teacher selection; however, the criteria was not identified within the Intern Handbook.

EPP reports that two of their clinical supervisors have completed the Danielson training and that “there is no formal process for training clinical supervisors at this time.” EPP reports that they “often collaborate in the evaluation of interns” and will investigate options for Danielson training for clinical supervisors in the future.

EPP provided template for Education Department Partnership Agreement with school districts that include duties and responsibilities; however, no evidence of completed agreement was provided.

Sources of Evidence

- Intern Handbook

- Administrator Interviews
- Lead Teacher Interviews
- Clinical Faculty Interview
- EPP Provided Summary of Clinical Training
- Sample Articulation Agreement

Areas for Improvement

- Create process for initial and ongoing training of clinical supervisors in the Danielson Framework
- Identify and correct inconsistencies in documentation and implementation of internship
- Fully incorporate Idaho Standards for Model Preservice Clinical Teaching Experience standards

Recommended Action on Standard 5: Clinical Practice and Performance Assessments

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 6: IDAPA RULE CERTIFICATION REQUIREMENTS

- 6(a) Random selection of candidates’ institutional recommendations provides verification of Idaho state certification requirements per IDAPA Rule.
- Random selection of institutional recommendations for initial certification, including alternative authorizations
 - The institution must have a State Board approved program in order to issue the candidate an institutional recommendation for initial certification.
 - Random selection of institutional recommendations for adding endorsements, including alternative authorizations
 - If a candidate is currently certified in Idaho and wishes to add an endorsement in a new content area, the institution is able to work with the candidate to develop a plan to include: content, pedagogy, and performance.
 - The institution may issue the candidate an institutional recommendation once the content, pedagogy, and performance have been demonstrated by the candidate regardless of whether the institution has a State Board approved program in the new content area. This applies to adding endorsements only.

<i>Standard 6</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
Candidates meet IDAPA Rule Certification Requirements		X	

Standard 6 Analysis – Analyzing a random selection of candidate institutional recommendations, including recommendations for alternative authorizations, transcripts, student teaching placements, and Praxis II scores provide evidence that recent completers meet IDAPA Rule certification requirements. There is some question of whether Elementary completers prior to the past two years met the credit requirements for the single subject area endorsements. It seems that the administrative assistant for the education department performs transcript audits. The current administrative assistant understands the credit requirements for these endorsements, thus this requirement is being met. However, in a few cases of past completers, there were few or no credits found for the additional endorsement area.

Sources of Evidence

- Institutional recommendations
- Transcripts
- Student teaching placement documentation
- Praxis II score reporting
- Interview with staff

Areas for Improvement

- Recommend that transcript audits be conducted at a higher staff level than administrative assistant to ensure that requirements are understood and met.
- It was found that the college provides methods courses in each area of endorsement for which completers are being recommended for certification. However, the evidence was sometimes difficult to locate. Sometimes the education department offered the courses and sometimes the content department offered them. It would be helpful if this was either consistent across content areas, or if a crosswalk was provided to show the department and the name of the courses.

Recommended Action on Standard 6: IDAPA Rule Certification Requirements

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

**IDAHO STANDARDS FOR BILINGUAL EDUCATION AND ENL
(ENGLISH AS A NEW LANGUAGE) TEACHERS**

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

Knowledge

- 1(a) The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.
- 1(b) The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.
- 1(c) The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.
- 1(d) (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).
- 1(e) (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).
- 1(f) (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.
- 1(g) (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – Evidence reviewed indicated that candidates are afforded the opportunity to gain subject matter knowledge necessary for teaching Bilingual Education and ENL.

Sources of Evidence

- Interview with Instructor
- Required coursework syllabi,
- PRAXIS score results

Performance

- 1(h) (Bilingual only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.
- 1(i) (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.
- 1(j) 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.
- 1(k) 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.
- 1(l) The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Through provided evidence, reviewer found competencies in registers, dialects, and idioms for both bilingual and ENL candidates. Language acquisition theory was evidenced in candidate language acquisition notebooks. Indicator (k) was evidenced through an interview with an instructor interview. A lesson plan provided the design to meet the four domains of student learning. The three cycles of data were missing to reach an exemplary rating.

Sources of Evidence

- Candidates’ Language Acquisition Notebooks
- Interview with Instructor
- Candidate reflection paper
- Lesson Plan

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

- 2(a) The teacher understands the processes of language acquisition and development, and the role that culture plays in students’ educational experiences.
- 2(b) The teacher understands the advantages of bilingualism, bi-literacy, and multiculturalism.

<i>Standard 2 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – Evidence provided from course syllabi show evidence of language acquisition and culture along with advantages of multiculturalism for indicators (a) and (b).

Sources of Evidence

- Required course syllabi
- Required course assignments
- PRAXIS scores

Performance

- 2(c) The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.
- 2(d) The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.
- 2(e) The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.
- 2(f) The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

<i>Standard 2 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – Evidence of planning and delivering instruction in (c) was observed from pictures of student work found in a candidate's lesson plan. Reviewer found evidence for (d) in students' journals and through a candidate's lesson plan. Indicators (e) and (f) were also evidenced in a lesson plan.

Sources of Evidence

- Students' Language Acquisition Journals included in candidate's portfolio
- Lesson Plans
- Observations and interviews

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

- 3(a) The teacher understands the nuances of culture in structuring academic experiences.
- 3(b) The teacher understands how a student’s first language may influence second language production (ex: accent, code-switching, inflectional endings).
- 3(c) The teacher understands there is a distinction between learning disabilities/giftedness and second language development.
- 3(d) The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

<i>Standard 3 Modifying Instruction for Individual Needs</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>		X	

3.1 Analysis – Indicator (a) was evidenced through a course syllabus and an interview. The candidate reflection provided evidence for (b) of code switching. The course syllabus for the Exceptional Child provided evidence for indicator (c). From an interview with an instructor, evidence of scaffolding and accommodational knowledge for learning was gathered which shows accommodations being provided to meet student needs. Further evidence was provided by a Teaching Exceptional Children syllabus. Three cycles of evidence were not present.

Sources of Evidence

- Required course syllabi
- Interview with instructor
- Candidate Reflections

Performance

- 3(e) The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.
- 3(f) 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(g) The teacher collaborates with other area specialists to distinguishes between issues of learning disabilities/giftedness and second language development.
- 3(h) The teacher provides appropriate accommodations that allow students to access academic content.

<i>Standard 3 Modifying Instruction for Individual Needs</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>	X		

3.2 Analysis – Interview with a classroom teacher showed evidence of cultural respect, open discussion, and addressing language needs of students, which showed proficiency of (e). The teacher used visuals to help students understand comparison/contrast to other cultures and provided sentence starters for students to practice speaking. Missing were evidence pieces for (f) and (g).

Sources of Evidence

- Interview with classroom teacher

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

- 4(a) 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.
- 4(b) The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>	X		

4.1 Analysis – Reviewer found course syllabus and candidate literature portfolios providing evidence for (a), but missing was evidence for all stages of language development of indicator (b).

Sources of Evidence

- Required coursework syllabi
- Candidates' portfolios/literary books

Performance

- 4(c) The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.

4(d) The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>	X		

4.2 Analysis – Two lesson plans and literature scrapbooks provided evidence for indicator (a), but missing was evidence showing critical thinking and problem solving.

Sources of Evidence

- Teachers' literature scrapbooks
- Lesson plan
- Falk & Robinson Lesson Plan

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

5(a) The teacher understands the influence of culture on student motivation and classroom management.

<i>Standard 5 Classroom Motivation and Management Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>		X	

5.1 Analysis – Reviewer found evidence of instruction of cultural awareness provided from an interview with an instructor and through a course syllabus. During a classroom visit, reviewer was provided evidence of classroom management for all children of different cultures.

Sources of Evidence

- Interview with instructor
- ED 430: Teaching in a Diverse Society Syllabus
- Classroom observation

Performance

5(b) The teacher demonstrates a culturally responsive approach to classroom management.

<i>Standard 5 Classroom Motivation and Management Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>	X		

5.2 Analysis – A classroom observation provided minimal evidence of how the teacher treated all children happily, respectfully, and equitably. She seated two students responsibly for cultural awareness. However, reviewer was unable to find any additional evidence from evidences provided.

Sources of Evidence

- Classroom observation

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

- 6(a) The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.
- 6(b) The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.
- 6(c) The teacher understands the extent of time and effort required for language acquisition.

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.1 Knowledge</i>		X	

6.1 Analysis – Evidence was provided which showed acceptability in meeting the four domains, and activities which provide and promote proficiency as indicated in (a) and (b). An interview with a linguistics instructor provided evidence for indicator (c).

Sources of Evidence

- ED 503 Second Language Acquisition Theory
- Candidate Reflection
- Linguistics instructor interview

Performance

- 6(d) The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.
- 6(e) The teacher uses active and interactive activities that promote proficiency in the four domains of language.

6(f) The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>		X	

6.2 Analysis – The candidate reflection and instructor interview provided evidence for teaching the four domains and activities which help promote proficiency of (a) and (e). During the classroom visit, evidence of parental participation in the students’ learning and school-wide cultural art show was observed.

Sources of Evidence

- Candidate reflection
- Instructor interview
- Classroom visit

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

Knowledge

7(a) 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.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Evidence indicated that teacher candidates understand how to incorporate students’ diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English-Language Development Standards.

Sources of Evidence

- Required coursework syllabi
- Faculty interviews
- Required coursework assignment guidelines

Performance

7(b) 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 Standard.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>	X		

7.2 Analysis – Reviewer was able to find evidence to support creation of lessons which include second language practice, but missing was the inclusion of cultural backgrounds.

Sources of Evidence

- Candidate reflections
- Candidate lesson plans

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

- 8(a) The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
- 8(b) (Bilingual only) The teacher understands how to measure students’ level of English language proficiency and second target language proficiency.
- 8(c) (ENL only) The teacher understands how to measure the level of English language proficiency.
- 8(d) The teacher understands the relationship and difference between levels of language proficiency and students’ academic achievement.
- 8(e) The teacher is familiar with the state English language proficiency assessment.
- 8(f) 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.
- 8(g) The teacher understands appropriate accommodations for language learners being tested in the content areas.
- 8(h) The teacher understands how to use data to make informed decisions about program effectiveness.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>	X		

8.1 Analysis – Evidence from a candidate’s PowerPoint provided evidence for assessment indicators (a), (b), (c) and (f). No evidence was provided for indicators (d), (e), and (g).

Sources of Evidence

- Candidate PowerPoint

Performance

- 8(i) The teacher selects and administers assessments suited to the students’ culture, literacy and communication skills.
- 8(j) The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.
- 8(k) 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.
- 8(l) The teacher uses appropriate accommodations for language learners being tested in the content areas.
- 8(m) The teacher uses data to make informed decisions about program effectiveness.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>	
<i>8.2 Performance</i>		X		

8.2 Analysis – The reviewer found a lesson plan which provided evidence of assessment selection material suited to students’ abilities in indicators (i) and (l). Theses provided evidence for indicators (j) and (k). Indicator (m) was met with a candidate’s PowerPoint presentation as it showed pre- and post-test data along with a reflection.

Sources of Evidence

- Candidate lesson plan
- Candidate PowerPoint
- Candidate Thesis’

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

- 9(a) The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

<i>Standard 9 Professional Commitment and Responsibility</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>	
<i>9.1 Knowledge</i>	X			

9.1 Analysis – Minimal evidence was provided to indicate that the teacher candidate was able to understand the necessity of maintaining an advanced level of proficiency.

Sources of Evidence

- Candidate portfolio

Performance

9(b) The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction. The teacher uses data to make informed decisions about program effectiveness.

<i>Standard 9 Professional Commitment and Responsibility</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>	X		

9.2 Analysis – One candidate provided minimal evidence that the teacher candidates are able to maintain an advanced level of proficiency.

Sources of Evidence

- Candidate portfolio

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

- 10(a) The teacher understands the benefits of family and community involvement in students’ linguistic, academic, and social development.
- 10(b) The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.1 Knowledge</i>		X	

10.1 Analysis – The theses provided evidence of ways for families to participate in and influence reading and writing ability of children.

Sources of Evidence

- Thesis works
- Syllabi
- Instructor Interview

Performance

10(c) The teacher creates family and community partnerships that promote students’ linguistic, academic, and social development.

- 10(d) The teacher collaborates with colleagues to promote opportunities for language learners.
- 10(e) The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>		X	

10.2 Analysis – One candidate provided an invitation for a family fun night, a thesis involved the teacher and parents, and one candidate's thesis involved multiple teachers and parents of pre-kindergartners.

Sources of Evidence

- Candidate portfolio
- Thesis works
- Completer observation

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	3	7	
Performance	10	5	5	

Areas for Improvement

- Provide evidence as outlined in the standards they are lacking

Recommended Action on Bilingual Education and English as a New Language

- Approved
- X Conditionally Approved
- X Insufficient Evidence
- X Lack of Completers
- New Program
- Not Approved

IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS

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

Knowledge

- 1(a) 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.
- 1(b) The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.
- 1(c) 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.
- 1(d) 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.
- 1(e) 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.
- 1(f) 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.
- 1(g) 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.
- 1(h) 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.
- 1(i) The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.
- 1(j) 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.

- 1(k) 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.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>	X		

1.1 Analysis – The course requirements for the PEAK program at the EPP allow candidates to acquire a broad base of subject matter knowledge. Through EPP provided evidence, the reviewer was able to determine that candidate knowledge was sufficient for indicators 1(a), (b), (c), (e), (j) and (k). However, little or no evidence was found to indicate that candidates were afforded the opportunity to attain the knowledge base necessary for 1(d), (f), (g), (h), or (i). Due to the fact that methods courses are not offered in either PE nor Health, both indicators (h) and (j) become difficult to find evidence for. The reviewer did not find evidence in other syllabi that these indicator needs were being picked up in any other required class. In addition, EPP faculty interviews indicated that due to the phasing-out of these programs, the instructors were not available for courses. Although methods “boot camp” for science is offered, the syllabi did not indicate that requirements for 1(d) were being met. In addition, Social Studies Methods syllabi did not indicate the requirements for 1(f) were being met either. Art Methods syllabi indicate that the visual art portion of 1(g) is being covered; however, there was no mention of dance, music, or theater content being covered nor was there any indication that visual arts were being used as avenues for communication, inquiry, and insight.

Sources of Evidence

- Syllabi for all required courses listed on Schedule of Courses for Teacher Certification Interdisciplinary Studies for Elementary Precertification Major
- Course descriptions linked to College of Idaho course catalog for same courses
- Interviews with candidates, completers, EPP Faculty, and Candidate Supervisors
- Elementary Education Candidate Pre-Intern Portfolios (paper)
- Elementary Education Candidate Intern (digital)
- Required PRAXIS scores for Elementary Candidates

Performance

- 1(l) The teacher models the appropriate and accurate use of language arts.
- 1(m) 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.
- 1(n) The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.

- 1(o) 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.
- 1(p) 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.
- 1(q) The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Candidate and Completer interviews, Candidate observations, as well as lesson plans and portfolios provide evidence that indicators 1(l), (m), (n), (o), and (q) are being met. Evidences of STEM disciplines, arts (except visual), PE, and Health education were extremely limited; however, the EPP, interviews, and observations provided little or no evidence that 1(p) performances were happening. The reviewer saw limited evidence relating curricula to real life issues, democratic citizenship, and future career applications.

Sources of Evidence

- Candidate and Completer Interviews
- Candidate and Completer Portfolios
- Candidate observation
- Candidate and Completer Evaluations from personnel files
- Assignments from Ed 442

EPP's response:

1(d) 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.

In response to reviewers' concerns, the EPP acknowledges that the Science Methods Boot Camp Syllabus (see Elementary Artifact 10) did not indicate that requirements for 1(d) were being met. Future syllabi will include where requirements for 1(d) are met within the course.

The Science Methods course EDU 534, taken by all elementary candidates during their 5th year internship, offers depth of knowledge and opportunity to engage in hands on with the integration of STEM through a means of inquiry processes and classroom application. Teacher Candidates first complete a text review of Charles Pearce's Nurturing Inquiry – which is an exploration of teaching science through the inquiry process. Teacher Candidates then plan and prepare a unit

based on the Common Core State Science standards. These units are taught and shared among teaching peers, utilizing those inquiry-based teaching methods as well as experience and place based learning. In addition to planning and teaching the lessons, teacher candidates form connections with local community resources to support and facilitate learning within STEM disciplines, but leading a science based field trip connected to the unit they planned. The multi-faceted course includes recurring partnerships with local schools – (Vallivue middle school; Washington Elementary; and Ontario Stem Program). Teacher Candidates' participation in local STEM Day activities solidify those methods that are taught within the course, as teacher candidates teach lessons within K-8 settings. Hailey Bull's 7th grade Sheep Eyeball dissection lab (Elem Artifact 1) is one such example. The Ontario Chemistry Day at the College of Idaho is another Performance Example, in which Irma Cuevas created a lesson on acids and bases (see Elem Artifact 2). In each of these settings, teacher candidates plan lessons and teach those lessons during STEM Days. Elem Artifacts 3 through 9 provide further examples of lessons planned during the Science bootcamp.

Additionally, science units are shared among members of the class – offering teacher candidates a collection of inquiry driven, placed-based, and standards based science units for grades K-8. Units include, but are not limited to areas of focus in physical, life, and earth and space and Sciences, Technology, Engineering, and Mathematics as well as the applications of each.

1(e). 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.

MAT 221/222 Mathematics for Elementary Educators proposes the introduction of series of lesson plans that offer teacher candidates opportunity to think conceptually about types and models of multiplication (repeated addition, array models, part of a quantity). MAT 221 primarily focuses on allowing teacher candidates opportunity to engage as learners about 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. In the future, the specific alignment between the course and this standard will be made clearer. Also, the EPP will work with course instructors to more intentionally collect artifacts as they are produced. Thus, teacher candidates will learn to connect word problems and real life situations with the different models with a heavy focus on visual representations. They will also learn to write their own word problems to match the types, they will spend time engaging in multiplication number talks, in order to fully understand conceptual knowledge of multiplication to help them become fluent in mentally computing multiplication problems. Teacher candidates will also discuss the standard algorithm of multiplication and how it connects conceptually to the previously learned ideas. Teacher candidate generated lesson plans will show that students understand the importance of conceptual understanding, fluency, and applications.

Evidence collected during this process would include instructor lesson plans, student work done in class to describe different types of multiplication, word problems written by students in class, student thinking recorded on the board during number talks, and handouts in which students explain the standard algorithm. Many of the concepts are also tested on both quizzes and exams.

MAT 222, the second math class in the two-part mathematics sequence for Elementary teacher candidates, offers teacher candidates the opportunity to create a lesson plan and then teach it to their peers. The plan is heavily grounded in math education research and standards (both CC and NCTM). In the future, more emphasis will be placed upon having students directly refer to the CC practice standards their lesson involves so that we can use their lessons as evidence for this standard.

In the future, artifact evidence collected from students will include a lesson plan, a detailed commentary in which they justify their planning choices, and a reflection written after the teaching of the lesson. The final reflection also includes a more general discussion of their views on math teaching, utilizing all course resources. In the past this has been linked to Common Core Content Standards and NCTM standards, moving forward it will be adjusted to include the Common Core Practice Standards.

The EPP's response to State Specific Requirement 3, Instructional Shifts for Mathematics, provides additional examples.

1(f). 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.

In response to reviewers' concerns, the EPP acknowledges that the Social Studies Methods Syllabus did not indicate that the requirements for 1(f) were being met. Future syllabi for this course will include where requirements for 1(f) are met.

The Social Studies Methods Course for Elementary Teachers EDU 533 is a two credit course that all elementary candidates take during their 5th year internship. Within the context of this methods course, candidates consider major concepts and modes of inquiry for social studies through the teaching of elementary language arts. Integration of these subjects provides the means to meet student interests and to reflect our diverse society and offers candidates opportunity to plan lessons that promote thinking and learning to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

Also, In the PEAK program, all elementary candidates take a U.S. History (HIS 200) survey course and an American Government (POE 100) class in addition to the required Civilization requirement. Candidates find ways to integrate the content of social studies given the limited time scheduled for these areas in the elementary curricula. This portfolio artifact from candidate Celeste Mays shows the inclusion of cultural studies in first grade, integrating "Dancing, Food, and Social Studies". Fourth grade students integrated ELA and Idaho history for these travel brochures in Breanna Parker's classroom (see her 2nd artifact from Danielson 1d).

Art Methods syllabi indicate that the visual art portion of 1(g) is being covered; however, there was no mention of dance, music, or theater content being covered nor was there any indication that visual arts were being used as avenues for communication, inquiry, and insight.

1(g). 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.

In response to reviewers' concerns, the EPP acknowledges that dance, music, and theater are not included in the current curriculum as avenues for communication, inquiry and insight and will consider how to make these present in the methods course moving forward. Within the context of EDU 530, Art Methods for Elementary Teachers, all elementary candidates complete a one credit course offered in spring of their 5th year internship. This course merges visual arts with other subjects and emphasizes the study of art as a necessary component for a complete education by providing an integrated approach to the teaching of art by making connections to other subject areas. Candidates plan appropriate and stimulating, integrated art lessons and share those lessons with teaching peers.

However, while these are not explicitly taught in methods classes, candidates have integrated artistic expression, music and movement, etc. into their teaching. For example, Rachel Durrant uses music to enhance her elementary students' behavior self-regulation, and uses movement to enhance students' cognitive performance ([portfolio link](#)). Haylee Burnham employed GLAD learning strategies in her elementary classroom. GLAD engages visual cues, sound, written text, and even some movement to enhance students' literacy practices. ([portfolio artifacts, domain 3](#)).

1(h). 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.

The EPP recognizes that this standard is not addressed solely within a single course in the current program scope and sequence, but believes an attention to students' wellness grounds the program philosophically and transcends multiple courses. The PEAK liberal arts curriculum, and the program's design within PEAK, introduces candidates to a variety of academic disciplines from which to draw to understand multiple dimensions of students' wellness. For example, PSY 221 Educational Psychology and EDU 442 Teaching Exceptional Children challenge students to consider different aspects of students' social, emotional, and intellectual well-being. In EDU 430 Teaching in a Diverse Society candidates discuss trauma-focused teaching and how to provide a community of support for struggling students. Further, EDU 430 centers foregrounds sociocultural contexts of race, social class, gender and sexuality, and language and how those impact students' well-being in classrooms. The final project for the class requires candidates to create an intervention into a real school issue focused on one or more of these contexts. In Elem Artifact 11, for example, candidates created a unit around cultural stereotypes, including a set of activities to engage with younger students. In Artifact 12, candidates similarly created a lesson centered in helping students understand each others' identities and how to promote an environment of care and safety.

To further enhance this standard, a specific workshop will be added within the context of EDU 441: Curriculum and Instruction focusing on comprehensive nature of students' physical, intellectual, social, and emotional well-being through the lens of Howard Gardner's work to promote planning that takes this into account.

Brittany Beame's portfolio includes the Tribes agreements, a model widely used in local districts.

Irma Cueva's portfolio provides an artifact (1b) in which she constructs a behavior intervention for her student who was exhibiting difficult classroom 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

Knowledge

- 2(a) The teacher understands that young children's and early adolescents' literacy and language development influence learning and instructional decisions.
- 2(b) 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.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge	X		

2.1 Analysis - The EPP provided evidence that teacher candidates are able to gain knowledge necessary to meet indicator 2(a). However, little or no evidence was provided by EPP that teacher candidates are able to meet indicator 2 (b). The reviewer could find no course syllabi that mentioned attention, memory, sensory processing and reasoning, nor recognizing the role of inquiry and exploration in developing these abilities.

Sources looked through for Evidence

- Syllabi for all required courses listed on Schedule of Courses for Teacher Certification Interdisciplinary Studies for Elementary Precertification Major
- Course descriptions linked to College of Idaho course catalog for same courses
- Interviews with candidates, completers, EPP Faculty, and Candidate Supervisors
- Elementary Education Candidate Pre-Intern Portfolios (paper)
- Elementary Education Candidate Intern (digital)

In response to reviewers' concerns, the EPP acknowledges that course syllabi was not provided within the original self-study report that mentioned attention, memory, sensory processing and reasoning, nor recognizing the role of inquiry and exploration in developing these abilities.

All teacher candidates must take PSY 221, Educational Psychology. This course affords them the opportunity to apply psychological and developmental research to the education system and more specifically to understand how individual characteristics of the learner can influence their educational experience. Within the context of ED Psych, teacher candidates are exposed to sensory processing and reasoning amongst students. The course is taken early in the sequence of the education program. The placement of this course offers teacher candidates a foundation to be able to recognize the role of inquiry and exploration in developing these educational abilities.

Additionally, teacher candidates complete EDU 442, Teaching Exceptional Children. The course is not taken in a specific sequence, rather it is completed during the undergraduate experience. Within this course candidates are exposed to cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities

Performance

2(c) The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

<i>Standard 2 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – EPP provided evidence, as well as interviews and observations indicating that teacher candidates are able to design instruction and provide opportunities for students to learn through inquiry and exploration. It should be noted however, that all evidence found regarding inquiry lessons related directly to the teaching of science. Limited to no evidence was found that inquiry learning nor exploration were utilized across curricula areas.

Sources of Evidence

- Candidate and Completer Interviews
- Candidate and Completer Portfolios
- Candidate observation
- Candidate and Completer Evaluations from personnel files
- Linked assignments from EPP State Team Report

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

- 3(a) 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.
- 3(b) The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – EPP provided evidence to indicate that teacher candidates have the opportunity to gain the knowledge for Standard 3. Required coursework as well as extensive classroom observation and teaching hours allow for candidates to learn (a) multiple ways to meet the differentiated needs of all learners. Evidence is weaker but still sufficient to indicate that teacher candidates learn (b) that there are multiple levels of intervention and recognize the advantages of beginning with the least intrusive.

Sources of Evidence

- Syllabi for all required courses listed on Schedule of Courses for Teacher Certification Interdisciplinary Studies for Elementary Precertification Major
- Course descriptions linked to College of Idaho course catalog for same courses
- Interviews with candidates, completers, EPP Faculty, and Candidate Supervisors
- Elementary Education Candidate Pre-Intern Portfolios (paper)
- Elementary Education Candidate Intern (digital)
- Guidelines for required assignments from Ed 442
- Ed 442 completed assignments

Performance

- 3(c) 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.
- 3(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.2 Performance	X		

3.2 Analysis – EPP provided evidence, as well as interviews and observations indicating that teacher candidates are able to (c) appropriately and effectively collaborate with grade level peers, school intervention teams, etc. to meet the differentiated needs of all learners. Specific examples were utilized during reviewer’s observation of a candidate teaching. In a professional and caring manner, the candidate arranged her classroom so that a student who had forgotten her glasses that day was able to participate in the activity without feeling singled out. However, though EPP provided evidence, interviews, and observations, the reviewer was unable to find any evidence that the teacher candidate systematically progressed through the multiple levels of intervention beginning with the least intrusive. Interviews indicated that candidates had experienced various levels of intervention within their classroom settings but were unable to articulate how those interventions fit within the progressions.

Sources of Evidence

- Candidate and Completer Interviews
- Candidate observation

To address the reviewer’s concern about evidence documenting how teacher candidates systematically progress through multiple levels of intervention the EPP suggests the following as ways that this standard is being met.

All teacher candidates must complete EDU 442, Teaching Exceptional Children. There is no specific order to which this course is taken, so those pursuing their teaching certificate often take the course as it fits into their schedule. Within the context of the course, teacher candidates experience a survey of learning disabilities and learning styles, with an emphasis on methods demonstrated to be most effective in incorporating multiple levels of intervention within the mainstreamed classrooms. The Course material and assignments offer teacher candidates opportunity to demonstrate knowledge of educational implications of characteristics of various exceptionalities, including severity. During the semester, teacher candidates are exposed to and must demonstrate understanding of the typical procedures for screening, pre-referral, referral, and classification, and individualized education plans (IEP). Again, our collection of these artifacts has been weak. The EPP will work with the course instructor, and later with classroom teachers during candidates’ student-teaching, to document these performances effectively. We contend that requiring candidates to submit relevant examples during their Intern Seminar as anchor artifacts will yield sufficient evidence to demonstrate compliance with this standard.

Teacher candidates become familiar with the knowledge of RTI (Response to Intervention) and its multiple purposes of providing struggling learners additional interventions and instruction, and to prevent the misidentification of children as students with disabilities, as well as understanding similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning conditions.

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

- 5(a) The teacher understands the importance of teaching and re-teaching classroom expectations.
- 5(b) The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

<i>Standard 5 Classroom Motivation and Management Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>	X		

5.1 Analysis – The EPP provided little or no evidence to indicate where teacher candidates learn classroom motivation and management skills such as (a) the importance of teaching and re-teaching classroom expectations or the importance of positive behavioral supports and (b) the need to use multiple levels of intervention to support and develop appropriate behavior. Due to the fact that no specific motivation and management classes are offered, the reviewer looked at all provided syllabi for required courses for elementary education precertification minor as well as provided syllabi for required courses for 5th year internship. The reviewer found topics which listed classroom management or classroom motivation. However, no objectives or topics were listed that indicated that these topics were covered. Interviews indicated that much classroom management and motivation knowledge was gained from cooperating teachers out in the field.

Sources of Evidence

- No evidence provided.

The EPP acknowledge reviewers’ concern that little or no evidence to indicate where teacher candidates learn classroom motivation and management skills such as (a) the importance of teaching and re-teaching classroom expectations or the importance of positive behavioral supports and (b) the need to use multiple levels of intervention to support and develop appropriate behavior. The EPP believes this occurs naturally during the 5th year internship. Conversations around this topic organically occur during the Intern Seminar and it surfaces through possible documentation within individual student-teaching observation notes. Some candidates use their action research study during intern year as a way to better understand and practice classroom management, also. The EPP acknowledges the need for a more concrete process by which to document that this knowledge exists and will require candidates to submit artifacts that meet this standard during their intern year.

Moving forward, the EPP has a proposed that a focus be added to EDU 441: Curriculum and Instruction about Classroom Motivation and Management. This knowledge will be documented through a written reflection based on the following prompt: “Upon completion of the Classroom Motivation and Management instructional piece, select three motivational and/or management strategies, define the strategies, explain how you have observed the use of the strategy, determine how you would apply the strategy in your own teaching – explain how the strategy aligns with your teaching philosophy.”

Teacher candidates will also complete a topic study and presentation on selected exceptionalities where they will integrate classroom motivation and management strategies according to each exceptionality within the context of EDU 442 Teaching Exceptional Children. They will also learn how classroom management is incorporated in a Response to Intervention Model.

In EDU 304 Literacy Intervention and Assessment, candidates will learn about Positive Behavioral Intervention Support systems and its relation to classroom interventions. The EPP suggests that preparation in the areas of 5(a) The teacher understands the importance of teaching and re-teaching classroom expectations and 5(b) The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Irma Cueva’s portfolio provides an artifact (1b) in which she constructs a behavior intervention for her student who was exhibiting difficult classroom behaviors.

Performance

- 5(c) The teacher consistently models and teaches classroom expectations.
- 5(d) The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

<i>Standard 5 Classroom Motivation and Management Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>	X		

5.2 Analysis – The EPP provided limited evidence that the teacher candidates (c) consistently model and teach classroom expectations. Limited evidence was provided that teacher candidates (d) utilize positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior. The candidate the reviewer was able to observe was above and beyond excellent with classroom management. In the short observation period both 5a and 5b were utilized multiple times in multiple ways effectively. However, reviewer was unable to determine through additional interviews or portfolio classroom management plans that candidates were able to perform either of these skills.

Sources of Evidence

- Candidate Observation
- Candidate and Completer Interviews
- EPP Faculty interviews
- Candidate and Completer Portfolios
- Completer personal folders

The EPP acknowledge reviewers’ concerns regarding limited evidence that the teacher candidates (c) consistently model and teach classroom expectations. While the EPP believes this occurs

naturally during the 5th year internship and has been evidenced through occasional action research reports, possible documentation through the IPLP, and may appear in observations; some topics also appear in the master's/5th year internship theses. However, the process by which to document consistent performance evidence is not currently in place and therefore limited evidence was provided that teacher candidates (d) utilize positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior. Moving forward, the EPP has a proposed that each teacher candidate, during EDU 441: Curriculum and Instruction, will submit a video recording of their classroom teaching, specifically incorporating classroom motivation and management skills. Teacher candidates will be asked to name those strategies displayed within the recording and also include a reflection about their practices specifically related to classroom motivation and management skills displayed.

In her digital portfolio, Anna Denn provides two examples of Managing Classroom Procedures (Danielson 2c) and Managing Student Behavior (Danielson 2d).

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.

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4	3	1	0
Performance	4	2	2	0

Areas for Improvement

- EPP needs to find a way to identify where teacher candidates will have the opportunity to gain subject knowledge necessary for 1(f), (g), (h), (i)
- EPP needs to find a consistent way for teacher candidates to practice performances for 1(p)
- EPP needs to find a way to identify where teacher candidates will have the opportunity to gain knowledge of human development for 2(b)

- EPP might want to look for ways to expand teacher candidate knowledge and performance of 2(c) students learning through inquiry and exploration beyond science lessons
- EPP needs to identify a consistent way for teacher candidates to perform their knowledge of 3(d), systematically progressing students through the multiple levels of intervention beginning with the least intrusive.
- EPP needs to more clearly identify where teacher candidates are going to learn the classroom motivation and management skills necessary to become successful teachers.
- EPP needs to more clearly identify where teacher candidates are going to showcase their knowledge of 5(d)

As noted in the introduction to this rejoinder, the EPP has undertaken a map of its elementary program to the Standards for Elementary Education teachers. That map, linked in the Elementary artifacts folder, continues to be a work in progress. It will, as we complete it this fall, align to the INTASC Core Teaching Standards. Once we have fully completed that map, it will help us identify gaps and imbalances, and will allow the EPP to track associated artifacts for a more robust and clear collection of evidence in the future.

Recommended Action on Elementary Education

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

PLAN: Moving forward, candidates seeking a secondary teaching certificate with an ELA endorsement will be required to demonstrate evidence that they meet the Idaho ELA standards. The College of Idaho did not write to these standards for the 2018 accreditation review. The information below gives evidence that candidates do attend to the ELA standards, but collection of data by the College needs to be systematic and thorough. Portfolios, in the future, will provide artifacts and data to show attention to the ELA standards. Specific assignments and other evidence are listed with each standard below. College supervisors will meet in early September to establish guidelines for data collection as part of the observation process, and continue to meet quarterly to refine processes.

Candidate work shared in this rejoinder includes artifacts from two middle level ELA placements from 2017-2018. Their digital portfolios were not included in the materials reviewed by the accreditation team.

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(a) Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.
- 1(b) 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).
- 1(c) Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
1.2 Performance	X		

1.2 Analysis – Candidate observation and discussion regarding observation: showing knowledge of 1(a). Candidate discussion with EPP and review did reflect candidate belief that the range of text in ENG course 1(b). EPP did not directly provide any evidence to review for this standard, and minimal evidence was found upon deeper review. Lack of evidence of 1(c) No evidence of adolescent materials other than poetry or at the higher level ENG content area. No evidence was found to support how digital media was supported, from the institution.

Sources of Evidence

- Candidate interviews
- Faculty interviews

Candidates seeking certification in ELA use a wide variety of texts in their secondary English classrooms, using the districts' scope and sequence of instruction and the resources available within each school. Alyssa Whitt's fall semester instruction at Boise H.S. was based on the Essential Question: How do we decide what to believe? Junior level students conducted "close readings" of propaganda posters, video clips from 60 minutes on the Trayvon Martin shooting, articles from Newsweek, an animation of Sir Kenneth Robinson's "Break Point and Beyond," and advertisements based on fear rhetoric, and *The Great Gatsby*. In the spring semester, students studied and then created protest art; for literature circles, students chose one of the following texts to analyze: *The Things They Carried*, *In Cold Blood*, *Devil in the White City*, or *Omnivores' Dilemma*. These choices all involved complex ideas, but allowed for student choice and differentiation based on text complexity. (See ELA Enhancement Appendix A.)

Also at Boise H.S., Jason Wakeman's sophomore students read *The Pearl*, *Their Eyes Were Watching God*, *The Taming of the Shrew*, "Sunny's Blues," poetry, and non-fiction articles on sustainability. (See ELA Enhancement Appendix A.)

Within the same Boise School District, C.J. Watson taught *Crazy Horse Electric Game* and the poetry of ee cummings at the sophomore level, and *Midsummer Night's Dream* and *Lord of the Flies* at the junior level. (See ELA Enhancement Appendix A)

Ben Schwarting used *Frankenstein* as a fiction selection, and *Unbroken* as his non-fiction selection in the fall semester at Vallivue H.S. These were supplemented with numerous non-fiction articles. (See ELA Enhancement Appendix A.)

At Caldwell H.S. Jason Hunt and Ryan O'Leary both used *And Then There Were None*. Other texts selected were newspaper articles, obituaries, video of Anne Frank, *The Diary of Anne Frank*, poetry, Ted Talks, *A Tale of Two Cities*, *Wuthering Heights*, *The Tempest*, and short stories. (Observation notes upon request.)

At Syringa Middle School in the Caldwell District Hope DeCuir taught expository writing to sixth graders using a variety of short non-fiction articles. She also used Donor's Choose to purchase copies of *Becoming Naomi Leon*, a realistic fiction selection that represented the culture of her majority Hispanic student population. In the spring term, her district adopted *Journey's* for the sixth grade; this curriculum emphasizes non-fiction texts. Hope supplemented this with the high-interest *Percy Jackson and the Lightning Thief* to accompany readings on Greek gods and heroes. (See ELA Enhancement Appendix A.)

PLAN: Candidate portfolios should include a list of texts taught during the student teaching experience in the ELA classroom. This could be accompanied with a rationale for text selection and a description of text complexity factors.

1(c) Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

Samantha Barnes 6th grade ELA students at Sage Valley Middle School worked on narrative writing through a memoir assignment. She used a T-SWAG Character Brainstorm activity. Peer editing helped students revise their work. (See ELA Enhancement Appendix B for examples of handouts and grading rubric.)

Jason Hunt's seventh grade students at Vallivue Middle School completed research in the school computer lab, and created travel brochures using photos and facts gathered on-line. (See ELA Enhancement Appendix B.)

Hope DeCuir's 6th grade students practiced writing expository text throughout the year. The process was scaffolded through use of graphic organizers. (See ELA Enhancement appendix B.)

CJ Watson's students created multimodal essays as a final project. He suggested newscasts, video, or newspaper articles. Work samples are not available.

Ben Schwarting included a final project from his *Frankenstein* unit (see digital portfolio for extensive links to student work). Students participated in a mock trial and created a "case file" of evidence. (See ELA Enhancement Appendix B)

Jason Wakeman's portfolio shares narrative and expository issue student work samples. ELA Enhancement Appendix B includes an example of a sophomore narrative essay with her self-evaluation.

Josh Ortiz's 8th grade students at Jefferson Middle School in Caldwell made position speeches as an end of the year project. The requirements may be found in ELA Enhancement Appendix B.

PLAN: Candidates portfolios will include student work samples of composed texts in a range of genres and formats, including at least one artifact of digital media use.

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

- 2(a) 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(b) 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 2 Learning Difference	Unacceptable	Acceptable	Exemplary
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2.2 Performance	X		
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2.2 Analysis – Candidate report on current social issues (gender equality) 2(a). This was a group project. EPP did not directly provide any evidence to review for this standard, and minimal evidence was found upon deeper review.

Sources of Evidence

- Candidate portfolios

2 (a) 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.

Perhaps the best example of candidate performance in 2 (a) is Hope DeCuir’s unit on *Becoming Naomi Leon*. As a beginning teacher, Hope used Donors Choose to obtain copies of a young adult novel that would be appealing and relevant to her 6th grade students at Syringa Middle School, which has a majority Hispanic and low SES population. (See ELA Enhancement Appendix C.) The novel deals with disabilities, language learning, emigration, poverty, drug abuse, and non-traditional family structures, as well as Mexican and Mexican American culture.

In addition, the list of texts cited above in 1 (b) provide some examples of attention given to works written by African-American authors, and on subjects of relevance to teen readers such as food, environmental sustainability, social justice, disabilities, Japanese internment, anti-Semitism, etc. The plan suggested for 1(b) will also give evidence of candidates’ responsiveness to students’ needs in the areas above.

2(b) 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.

Jason Wakeman’s used an anchor chart to provide a reference for narrative writing (See ELA Enhancement Appendix C.) It included *internal/external dialogue, relatable persona, and voice* as factors; these could include the use of students’ linguistic and cultural 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.

Performance

- 3(a) 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.).

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Candidate portfolios include brief candidate write-ups around the Charlotte Danielson (CD) framework. Only one portfolio provided evidence of a clear Educational philosophy paper while the other two had included more brief examples of candidate philosophies in their CD sections. Portfolios had a “resume” quality to them, verses a deep reflection of evidence of meeting the standards. 3(a) Observation and Lead Teacher interviews support that Candidates come to them prepared to support this standard.

Sources of Evidence

- Candidate portfolios
- Candidate observation
- Lead Teacher interview

The acceptance of this standard was weighted heavily on strong candidate observation and Teacher Leader interviews.

Plan: While the review team gave an acceptable rating for Standard 3, the College will modify the portfolio process to ensure that better evidence is provided. All undergraduate candidates write a philosophy of education paper, but they have been encouraged to shorten that into a short philosophy statement in the professional portfolio. The Education Department will move away from the professional portfolio model back to a portfolio that better provides evidence for accreditation purpose. Candidates will include a full philosophy paper in the future.

Supervisors will also consistently document instructional strategies that help students actively participate in their own learning in ELA classrooms and encourage candidates to do the same in their teaching portfolios.

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

- 4(a) 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.

- 4(b) 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.
- 4(c) 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(d) 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).

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>	X		

4.2 Analysis – Candidate sample lesson plans provide minimal evidence of indicators 4(c) and 4(d). EPP did not directly provide any additional evidence to review for this standard, and minimal evidence was found upon deeper review.

Sources of Evidence

- Candidate sample lesson plans

4 (c) 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.

Please see ELA Enhancement Appendix B, particularly the student work sample from Jason Wakeman’s portfolio. (See also ELA Enhancement Appendix C)

4(d) 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).

Jason Hunt started his Caldwell High School ELA classes with SAT vocabulary practice to increase general academic language. (See ELA Enhancement Appendix C.) He also taught vocabulary in

the context of the reading text, helping students to use part of speech and root/affix connections. He also specifically taught the terminology for figurative language used in a poetry unit.

Jason Wakeman also taught content specific vocabulary as noted in the observation notes in ELA Enhancement Appendix C.

Hope DeCuir’s novel units (see artifacts link) provide examples of how she provided instruction in both domain specific vocabulary and vocabulary important to comprehension of the novels under study. All candidates have an introduction to GLAD strategies for vocabulary and sentence structure activities in their diversity course. Guided Language Acquisition Design is a model for EL learners, and Hope’s vocabulary instruction uses the model. (See Appendix C for more information on GLAD.)

PLAN: ELA candidates will include evidence of instruction in the writing process and vocabulary instruction in final portfolios.

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

- 5(a) 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.
- 5(b) 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.
- 5(c) 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.
- 5(d) Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis- Candidate interview showed strong preparedness for understanding text 5(c), Candidate portfolio confirmed use of a variety of cultural text 5(c), and Candidate portfolio regarding social justice displayed reflection of work 5(b). No additional evidence was found to show performance in indicators 5(a) and 5(d).

Sources of Evidence

- Candidate interviews
- Candidate portfolio

5 (a) 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.

Samantha Barnes included instruction on conventions in her sixth grade ELA classroom. (See ELA Enhancement Appendix D.) Students practiced correct usage of subjective, objective, and possessive pronouns. Hope DeCuir began interactive grammar notebooks with her sixth grade classes, but when the district adopted an ELA program, she was required to use the grammar practice included in the curriculum.

PLAN: No additional evidence was found to support teaching conventions within the context of student writing. Secondary ELA methods could include an assignment, with resulting artifact, for this standard.

5 (d) Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

Several ELA candidates conducted Socratic Seminars. The notes and hand-outs in Appendix E are from Samantha Barnes' sixth grade ELA classroom. These AVID materials stress active listening and provide academic language for verbal responses. Students participated in this seminar following the reading of *When Zachary Beaver Came to Town*.

PLAN: Most ELA candidates conduct a Socratic Seminar during student teaching. Documentation of the Socratic Seminar through videotaping would a good artifact requirement for this standard.

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

- 6(a) 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.
- 6(b) Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
- 6(c) 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.

6(d) 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.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>	X		

6.2 Analysis – Candidate portfolio provide evidence of indicators 6(c) and 6(d). However, no additional evidence was found for indicators 6(a) and 6 (b).

Sources of Evidence

- Candidate portfolio
- Candidate lesson plans

6(a) Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate and understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

A review of digital portfolio artifacts demonstrates candidates’ ability to design authentic assessments, both formative and summative. (Also see Appendix B artifacts for ELA 1(c).) Olivia Lile had the opportunity to create an assessment that aligned to the Idaho Core Standards. The performance task required students to use a video, picture, article, and poem to answer a prompt. Students needed to evaluate each source and use what they gathered to support a claim and write to an audience in a formal essay. (Lile digital portfolio 1e Danielson.)

Ben Schwarting, in Danielson 1f of digital portfolio developed an alternative end of term assessment in which students took on the role of a legal magistrate investigating the murders recorded in *Frankenstein*.

Jason Wakeman’s digital portfolio documents peer evaluation (1b), a culminating project using the Smarter Balance rubric to meet the Boise School District performance task (1c) and a formative assessment in Danielson 3.

Hope DeCuir’s two novel units include examples of formative and summative assessments. (See link.)

6(b) Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.

Hope DeCuir’s units *Percy Jackson Lightning Thief* and *Becoming Naomi Leon* demonstrate her knowledge of sixth grade interests and abilities as well as available resources. *Percy Jackson* provides a high interest segue into a study of Greek mythology. *Becoming Naomi Leon* was a particularly apt selection for her student population at Syringa Middle School where a majority

of students are Hispanic. Her unit included many culturally relevant links, relatable characters, and an accessible reading level.

PLAN: Continue to document assessment knowledge in the Danielson domains 1 and 3.

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

- 7(a) Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
- 7(b) 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.
- 7(c) 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.
- 7(d) 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 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

7.2 Analysis – Candidate lesson plan/text analysis provide evidence for indicator using 7(d). The EPP did not directly provide any additional evidence to review for this standard, and minimal evidence was found upon deeper review.

Sources of Evidence

- Candidate lesson plan

7(a) Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.

Increasingly, candidates are integrating curriculum, supporting primary texts with articles, videos, speakers, and photos which add depth of understanding to a given topic. For example, in their study of *The Big Burn*, Samantha Barnes brought in a wildland firefighter who shared the tools, clothing, and other equipment used in modern firefighting. Hope DeCuir's novel unit on *Becoming Naomi Leon*, included maps, videos, an opinion piece by a refugee from Guatemala, and a print out of children's rights from the Child Rights International Network (See Appendix F, p. 98 of *Becoming Naomi Leon* and p. 53 of *Percy Jackson* unit as examples.) Alyssa Whitt's inquiry units included video, art, music, newspaper and magazine articles, etc. as her students focused on essential questions and topics across a range of disciplinary areas. (See Appendix A.)

7(b) 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.

Again, note Hope DeCuir's units, particularly in *Percy Jackson*. The candidate notes the importance of background knowledge to comprehension. Students also take on this task as they research individual Greek gods in small groups to share with the whole class (p. 8). Students are asked to use the QAR strategy to formulate questions as they read and to cite textual evidence (p. 10).

7 (c) Candidates use their knowledge of theory, research, and practice in ELA 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.

See Olivia Lile's portfolio (1a) for a sample of candidate's reflection on using the standards for planning, and how, upon reflection, she began to overtly share her goals with learners digitally.

Hope DeCuir's unit on *Becoming Naomi Leon* begins with a list of learning targets aligned to the standards that she shared with her sixth grade students (p.1). She included a list of learning targets for each chapter of *Percy Jackson*.

PLAN: Supervisors and lead teachers evaluate candidates on the formal Danielson assessment in this area. In the future, supervisors will collect evidence of planning using the standards. Candidates will be expected to document texts used during student teaching as noted in 1(b) above.

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

- 8(a) 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.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance	X		

8.2 Analysis – Candidate observation provides minimal evidence that teacher candidates are able to plan and implement instruction based on ELA curricular requirements and standards. However, no additional evidence was found for this standard.

Sources of Evidence

Candidate observation

8(a) 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.

Candidates collect 50 teaching strategies in the undergraduate course EDU 305 *Teaching in the Content Area*. These may be generic at the undergraduate level, but the EPP could require more specificity to content areas. Please note the strategies included in Hope DeCuir’s ELA units that are specific to literacy instruction (*Percy Jackson* p. 16, for example.)

PLAN: Strategies collected in EDU 305 will be specific to the endorsement area of the candidate.

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

- 9(a) 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.

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>	X		

9.2 Analysis – Candidate reflection on Leadership & Collaboration project was found to provide minimal evidence for standard 9.

Sources of Evidence

- Candidate reflection on Leadership & Collaboration

9(a) 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.

The internship seminar includes a review of professional ethics and students respond to scenarios based potentially troublesome events. Other than the required signature on the certification application, candidates have not documented experiences in this area.

PLAN: Candidates must attend professional learning as a requirement of the internship year. Most candidates participate in both district-wide and school focused training. A short reflection paper has been assigned in the Internship Seminar. This paper will be retained by the EPP for accreditation purposes in the future. The EPP will ask the instructor of ELA methods to assess 9(a) in future classes.

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

- 10(a) 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.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>	X		

10.2 Analysis – Candidate reflection on Leadership & Collaboration project provides minimal evidence of standard 10. No additional evidence was provided by EPP.

Sources of Evidence

- Candidate reflection on Leadership & Collaboration project

10(a) 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.

Student teachers participate in team collaboration at grade level, cross grade level, and by subject area. They are required to attend all required professional development and encouraged to attend curriculum planning meetings, IEP meetings, parent teacher conferences, etc. Candidates report out orally and in writing about these opportunities in the Internship Seminar. Lile's portfolio 1e artifact showcases her readiness for leadership and collaboration skills in building an authentic assessment for the Vallivue High English department.

PLAN: The instructor for the intern seminar will collect evidence of the above collaborations on an on-going basis.

Summary

Candidates interviewed and observed showed to be strong educators. Interviews with Lead Teachers and Alumni show strong evidence of successful placement in classrooms of candidates, and strong reflection/feedback processes in all areas, but evidence of feedback and policies is lacking. EPP provide large quantities of informal feedback/support/ guidance, but there is a lack of recordable evidence to support effectiveness of candidate success.

Evidence gathered was from a low number of candidates based on resources made available. Candidate evidence (standard numbers) did not match Idaho Standards for English Language Arts Teacher Standards. This made review difficult.

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge				
Performance	10	9	1	

Areas for Improvement

- A stronger process for gathering evidence is needed to support reviewing of program
 - Gather Evidence based on Idaho Standards for English Language Arts Teachers
 - Suggest notations in Charlotte Danielson Framework that shows alignment to Idaho Standards for English Language Arts Teachers
- Consistent procedures for adjunct so 5th year support is measurable, covers minimal expectations for all candidates, and strong evidence can be provided
- Consistent minimal procedures for EPP
- Make sure that EPP is using correct language when working with Candidates and P-12 Standards

- Idaho Content Standards, not Common Core or Idaho Core Standards

Recommended Action on English Language Arts

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

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

Knowledge

- 1(a) The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
- 1(b) The teacher understands concepts of algebra.
- 1(c) The teacher understands the major concepts of geometry (Euclidean and non-Euclidean) and trigonometry.
- 1(d) The teacher understands basic concepts of number theory and number systems.
- 1(e) The teacher understands concepts of measurement.
- 1(f) The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.
- 1(g) The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).
- 1(h) The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.
- 1(i) The teacher understands the historical and cultural significance of mathematics and the changing way individuals learn, teach, and do mathematics.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Syllabi provided for mathematics content courses offered for Candidates seeking secondary math certification. Other evidence provided primarily consisted of exams; one piece of evidence was an example of an in-class workshop and another a worksheet. Candidate portfolios were accessed to document content knowledge through transcripts and PRAXIS scores. Please see specific examples for each knowledge subsection below:

1(a): Misaligned evidence provided; the standard is asking for evidence that the Candidate has an understanding of how to incorporate a variety of problem-solving instructional approaches in their own teaching. Evidence found that Candidates received instruction on this practice in the EDU 542 Secondary Math Methods syllabus.

1(b): Pre-requisite mathematics courses cover algebraic content necessary to complete mathematics courses for a mathematics degree; those courses that focus on the concepts

of algebra needed to teach at the secondary level. Syllabus provided for MAT 275 Multivariable calculus.

1(c): Evidence provided on Introduction to Proof, MAT 280 through 283, courses that cover geometry content relative to other mathematical content; such as, algebraic geometry found in number theory and transformations in sets and functions. The syllabus for Mathematics 370 – Geometry, a course required of secondary math Candidates, was provided; content aligned to the standard.

1(d): Syllabi and handout evidence provided indicates that the Candidate receives instruction in the basic concepts of number theory and number systems; MAT 280 and 252.

1(e): Program content courses cover concept of measurement; mandatory physics courses extend the needed understanding of measurement.

1(f): Syllabi and exam evidence provided indicates that the Candidate receives instruction on the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus; Applied Calculus, Single-Variable Calculus and Multi-Variable Calculus.

1(g): Syllabi and exam evidence provided for statistics courses indicate that the Candidate will receive the needed instruction to meet the standard; per content interview, a statistics course is mandatory for all Candidates seeking a secondary math certificate; MAT 125, 212 and/or 311.

1(h): Misaligned evidence; the standard is asking for evidence that the Candidate has an understanding of how to determine if an alternative algorithm that a student comes up with is legitimate, and how that alternative algorithm connects to the standard algorithm. Evidence found in the EDU 542 Secondary Math Methods syllabus; activities and required text align to the standard; however, the Mathematical Mindset text, by Jo Bohler, only focuses on elementary level application.

1(i): The syllabus and exam provided documents that the Candidate receives instruction on the history of mathematics.

Sources of Evidence

- Mathematics Program: Syllabi, exams, worksheets, and classroom activities
- Mathematics Program Faculty: Interviews
- Candidate Portfolios: PRAXIS Scores, transcripts and exams

Performance

- 1(j) The teacher incorporates the historical perspective and current development of mathematics in teaching students.

1(k) The teacher applies appropriate and correct mathematical concepts in creating learning experiences

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Candidate portfolios provided; please see specifics below:

- All Candidates completing a secondary education minor are required to take EDU 301 – Foundations of Schooling, which provides candidates with instruction on the sociocultural, historical, philosophical, and political contexts that have been a part of shaping education in the United States. However, this evidence not directly related to the teaching of mathematics.
- A Psych 221 Candidate comparison paper provided insight on learning theories and how they apply to mathematics instruction. However, this evidence does not directly relate to the teaching of mathematics.
- One piece of evidence was provided that directly related to current development of mathematics; a teacher interview provided the Candidate with information on the recent changes in the Idaho Content Standards for Mathematics and how that will affect instructional strategies.
- One lesson plan was found that addresses multiplying of polynomials through the use of the area model.
- Lesson plan that provided students with background information on the instructional topic; lesson plan did not provide a description of the background provided.

Sources of Evidence

- PSYCH 221 paper
- Teacher interview
- Lesson plans

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

- 2(a) The teacher knows how to make use of students’ mathematical development, knowledge, understandings, interests, and experiences.
- 2(b) The teacher knows how to plan learning activities that respect and value students’ ideas, ways of thinking, and mathematical dispositions

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge	X		

2.1 Analysis – Candidate portfolios provided:

- A Teaching Exceptional Students’ exam was provided; exam questions focused on terminology/definition, law and policy, and short answer questions on the brain and student learning, disabilities and accommodations, and one question regarding classroom design to meet the needs of all students. This is a great first step towards understanding human development and learning; however, there was no evidence that specifically addressed how Candidates use the knowledge of how students learn mathematics and develop mathematical thinking to inform instruction.
- Teacher explained how she takes into consideration student experiences when creating lessons.

Sources of Evidence

- Teaching exceptional children exam
- Teacher interview

Performance

- 2(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
- 2(d) The teacher plans and delivers learning activities that respect and value students’ ideas, ways of thinking, and promote positive mathematical dispositions.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis – Candidates portfolios provided minimal evidence that indicators 2(c) and 2(d) were met. However, no additional evidence could be found for these performances.

- Lesson plan using social media connections for students to explain their understanding of the properties of two-dimensional shapes.
- Candidate evaluations that spoke to Candidates creating lessons that build on prior knowledge.

Sources of Evidence

- Lesson plan
- Candidate evaluations

The EPP has identified potential target assignments that could help candidates demonstrate their competence in accord with this standard. Candidates will complete math write-ups where they analyze a student’s work. Their goal is not to grade or evaluate this work, but rather to explain how it makes sense mathematically. Second, candidates will complete a math interview where they watch a student solve a problem and their goal is to listen to the student ideas and understand how they are making sense of the problem. Again, the goal is not to correct or tell them how to complete the problem, but to focus on hearing the student’s ideas. The candidates then write a paper in which they justify what the student knows (with evidence from student work) and discuss where they would take the student next.

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

Knowledge

- 3(a) The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Candidates portfolios provided:

- A Candidate provided a Text Set or a list of resources with descriptions that a high school student could use to get help with solving word problems; this resource was developed to allow students to choose different resources based on their learning type; i.e. book, video, software, etc.
- A reflection in a portfolio on how assessments could be modified for students who need accommodations; no sample assessment provided.
- A reflection paper provided on how the Candidate assessed learning gaps in students’ mathematical knowledge and researched district and other resources that were utilized to help in filling the learning gaps identified.
- A journal/record of intervention strategies that were used with students was provided by a Candidate

Sources of Evidence

- Text Set
- Assessment modification reflection
- Journal/record of interventions

Performance

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 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Candidates portfolios provided as evidence; please see specifics below:

- One Candidate portfolio provides a summary of possible general accommodations/modifications for students with Attention Deficit Hyperactive Disorder (ADHD); however, only engagement and progress monitoring modifications were identified.
- Adding Like Fractions Anchor Chart to aid visual learners
- Jeopardy Review Math Game to cover several approaches for multiple learners, visuals, auditory, collaboration and individual work.

Sources of Evidence

- General accommodations for ADHD students
- Adding Like Fractions Anchor Chart
- Jeopardy review math game

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

- 4(a) The teacher knows how to formulate or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
- 4(b) The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem solving approaches.
- 4(c) The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.
- 4(d) The teacher knows how to frame mathematical questions and conjectures.
- 4(e) The teacher knows how to make mathematical language meaningful to students.
- 4(f) The teacher understands inquiry-based learning in mathematics.

- 4(g) The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).
- 4(h) The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software).

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>	X		

4.1 Analysis – Candidate portfolios provided:

- A two-page reflection on an observation of an integrated mathematics lesson provided for some evidence of indicator 4(a) a means to develop deeper critical thinking and problem solving skills in students through the use of incorporating literacy in a mathematics lesson.
- Candidate observation provided real-time exposure to the teaching using mathematical language meaningfully; students using mathematical language meaningfully as well.
- Lesson plans provided focused on direct instruction and show that the Candidate knows how to communicate concepts through the use of mathematical representations.
- Lesson plans and reflective papers provided evidence of students using technology to deliver the instruction - such as SmartBoards, but not for interacting/learning math – such as, Desmos or Geogebra.
- Inquiry-based learning examples are not inquiry based in that the learning is not active based nor do they originate from an agreed upon/posed problem with student input; a worksheet that generates student engagement is not inquiry based.
- Lesson plans that indicate that students will be engaged in problem solving and mathematical reasoning do not have tasks that require students to participate in discourse nor to generalize to understand the standard algorithm.
- Not enough evidence to meet all indicators under the standard.

Sources of Evidence

- Flipped classroom video
- Candidate Classroom Observation Reflection
- Lesson Plans
- Candidate on-site observation

Performance

- 4(i) The teacher formulates or accesses tasks that elicit students’ use of mathematical reasoning and problem-solving strategies.

- 4(j) The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem solving approaches.
- 4(k) The teacher uses and involves students in both formal proofs and intuitive, informal exploration.
- 4(l) The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.
- 4(m) The teacher uses and encourages the students to use a variety of representations to communicate mathematically.
- 4(n) The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.
- 4(o) The teacher uses and involves students in appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – Candidate evaluations of student teaching provided; see specifics below:

- Program faculty provided feedback on the need for a variety of instructional strategies when direct instruction is overemphasized; could not find follow-up on Candidate growth.
- Additional evaluations provided feedback on growth in Candidate's ability to adjust future instruction after reflection.
- Candidate lesson plan on exploring the interior angles of a triangle; with a natural extension to the relationship between interior and exterior angles. Student work provided as well as a reflection on the level of discourse within the activity.
- A link to a flipped classroom instructional video was provided to demonstrate the use of multiple instructional strategies; but the video would not open.
- Lesson plan on applying linear functions stated that student would be applying the knowledge of linear functions to a social science example; but social science example was not provided. Lesson plans are very procedural in nature with little or no connection to standards, both the content and standards for mathematical practices; it is probably there but the evidence is not captured.
- Lesson plan on a Bridge Experiment provided a rubric that evaluated students on complex and refined mathematical reasoning.
- Lesson plans state that the instruction/task is aligned to the Standards for Mathematical Practices; however, descriptions of this in action are not provided, nor do the instructional tasks provided elicit the mathematical practices from students. Tasks are aligned to direct instruction with note taking and practice to follow.

- Lesson plans show that Candidates develop students’ use of standard mathematical terms, notations, and symbols, but primarily through direct instruction.
- Formative Mid-Term Assessment of Candidate indicates that the instruction techniques used engage students; however, there is no information on how the task meets the performance indicators under Standard 4.
- Not enough evidence to meet all indicators under the standard.

Sources of Evidence

- Candidate evaluations
- Lesson plan
- Flipped classroom
- Formative Mid-Term Assessment

The EPP will work to update its Secondary Math Methods course to ensure that the enhancement standards are met. In fall 2018, it will work with the Math Department and methods course instructor to map the coursework to the enhancement standards as well as to identify anchor artifacts that may demonstrate this standard.

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 inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

6(a) The teacher knows and uses appropriate mathematical vocabulary/terminology.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Candidate portfolios syllabi and reflections indicate that the teacher candidate knows and uses appropriate mathematical vocabulary/terminology.

Sources of Evidence

- Candidate portfolios
- Required coursework syllabi
- Intern Final Checklist

Performance

- 6(b) The teacher encourages students to use appropriate mathematical vocabulary/terminology.
- 6(c) The teacher fosters mathematical discourse.

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>	X		

6.2 Analysis – Candidate portfolios and interviews are a source of evidence that indicates 6(b) performance. However, no additional evidence could be found for 6(b) or 6(c).

Sources of Evidence

- Candidate teacher interview
- Field experience review
- Word Ladder Activity

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

8(a) The teacher knows how to assess students’ mathematical reasoning

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>	X		

8.1 Analysis – Candidate portfolios and candidate personal files provide minimal or no evidence that teacher candidates know how to assess student’ mathematical reasoning.

Sources of Evidence

- Evaluation of candidate
- Exit ticket

Performance

8(b) The teacher assesses students’ mathematical reasoning.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>

8.2 Performance	X		
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8.2 Analysis – Candidate portfolio evidence indicates that teacher candidates assess students but no evidence was found to indicate that assessment of mathematical reasoning was taking place.

Sources of Evidence

- Candidate portfolios

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

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 their applications of those ideas within mathematics, as well as to other disciplines.*

Knowledge

- 11(a) 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.
- 11(b) The teacher understands the interconnectedness between strands of mathematics.
- 11(c) The teacher understands a variety of real-world applications of mathematics.

Standard 11 Connections among Mathematical Ideas	Unacceptable	Acceptable	Exemplary
11.1 Knowledge	X		

11.1 Analysis – Candidate-required course work provide evidence for 11(a). However, no evidence was provided that teacher candidates meet knowledge for 11(b) and 11(c).

Sources of Evidence

- Course syllabi
- Transcripts

Performance

- 11(d) 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).
- 11(e) The teacher encourages students to identify connections between mathematical strands.
- 11(f) The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

Standard 11 Connections among Mathematical Ideas	Unacceptable	Acceptable	Exemplary
11.2 Performance	X		

11.2 Analysis – Candidate portfolios provide one source of evidence for 11(d). However, no evidence was provided for 11(e) or 11(f).

Sources of Evidence

- Lesson plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	4	3	
Performance	7	5	2	

Areas for Improvement

- It was difficult to evaluate whether the EPP met each standard due to the lack of evidence. This was partially due to the low number of Completers; however, a good portion of the evidence/artifacts provided either did not show alignment to the standards or did not provide enough information to determine one way or another. Evidence/artifacts need to consist of more than just a reflection of the Candidate’s instruction or work. Lesson plans that show evidence of the knowledge indicators, as well as how the embedded tasks help the students meet the performance standards need to be included. For instance, a list of instructional strategies does not provide the evidence that multiple instructional strategies are utilized.
- The EPP’s Candidate classroom observation form focuses more on the delivery of the instruction (i.e. the candidate presented well, had good classroom management, etc.) with little regard to variations to increase student learning, as indicated in the standards, primarily Standard 4, Instructional Strategies, and Standard 11, Connections among Mathematical Ideas.

The EPP acknowledges this as an area in continued and extended need for improvement. It continues to engage with how to document these performance indicators well, especially with so few completers. The EPP is confident that its proposal to collect “front-end artifacts” produced as candidates student-teach, and the reorganization of the student-teaching seminar as a learning lab as outlined in the introduction to this document, will yield sufficient improvement in this area. The EPP also now understands how the enhancement standards and INTASC standards intersect and will map its curriculum to meet those standards.

- ***Recommended Action on Mathematics***

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

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

Knowledge

- 1(a) The teacher knows the history and nature of science and scientific theories.
- 1(b) The teacher understands the science content within the context of the Idaho Science Content Standards within their appropriate certification.
- 1(c) The teacher understands the concepts of form and function.
- 1(d) The teacher understands the interconnectedness among the science disciplines.
- 1(e) The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.
- 1(f) The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.
- 1(g) The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – A combination of course syllabi, required coursework, and scope/sequences provide acceptable evidence that teacher candidates demonstrate an understanding of the central concepts, tools of inquiry, and structures of the science disciplines. Secondary science candidates complete an undergraduate degree in a science content area (biology, chemistry, physics) before completing their education minor. Through this approach, candidates develop considerable scientific knowledge. The secondary science methods course (EDU541) provides candidates opportunities to translate their knowledge of and experiences with science at the university level into teaching and learning contexts for secondary students during their internship placement and beyond. Evidence from EDU 541 demonstrates that candidates are taught to focus instruction through the lens of the Idaho State Science Standards/Next Generation Science Standards and emphasize methods of science instruction aligned with current standards and recent changes in science teaching. Evidence provided by the EPP aligned with all knowledge indicators.

Sources of Evidence

- Required course Syllabi
- Praxis scores
- Candidate transcripts

Performance

- 1(h) 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.
- 1(i) The teacher continually adjusts curriculum and activities to align them with new scientific data.
- 1(j) The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.
- 1(k) The teacher helps students build scientific knowledge and develop scientific habits of mind.
- 1(l) The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.
- 1(m) The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.
- 1(n) The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.
- 1(o) The teacher engages in scientific inquiry in science coursework.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Candidate lesson plans and unit plans along with limited examples of student work provide acceptable evidence that teacher candidates create learning experiences that make science subject matter meaningful for students. Evidence was provided across each subject area: biology, chemistry, and physics. Evidence provided by the EPP aligned with most performance indicators.

Sources of Evidence

- Candidate science units
- Candidate lab projects
- Candidate unit plan and assignment rubric from candidate portfolio
- Candidate lesson plans

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

- 2(a) The teacher knows how students construct scientific knowledge and develop scientific habits of mind.
- 2(b) The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Syllabi and required coursework provide acceptable evidence that teacher candidates understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development. In the secondary science methods course (EDU 451) candidates explore historical and current philosophies on science teaching. Evidence provided by the EPP aligned with knowledge indicators.

Sources of Evidence

- Syllabi, scope/sequence, and assignment descriptions
- Candidate portfolios
- Interview with methods instructor

Performance

- 2(c) The teacher identifies students’ conceptions and misconceptions about the natural world.
- 2(d) The teacher engages students in constructing deeper understandings of the natural world.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Candidate lesson plans, reflections, and limited student work samples provide evidence that teacher candidates understand how students learn and develop, and provide opportunities to support their intellectual, social, and personal development. Some examples were provided to demonstrate how teaching candidates administer pre-tests to check for prior knowledge and understanding. Candidate-created assignments involved students pursuing inquiry and research-based learning tasks. Evidence provided by the EPP aligned with all performance indicators.

Sources of Evidence

- Candidate lesson plans and assessment
- Candidate work sample
- Candidate reflections in professional portfolios
- Observation and interview with recent completer

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 students' critical thinking, problem solving, and performance skills.*

Knowledge

- 4(a) The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
- 4(b) The teacher understands how to implement scientific inquiry.
- 4(c) 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(d) The teacher understands how to use research based best practices to engage students in learning science.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – A combination of evidence from EPP coursework in science (including assignment examples) and interviews with faculty, demonstrates that teacher candidates understand and use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills. Evidence provided by the EPP aligned with all knowledge indicators. Interview with EDU 541 (secondary science methods) instructor described how an emphasis was placed on the Idaho State Science Standards and unpacking the three dimensional approach to the standards and utilizing them as a best practice for developing standards-based instruction. Textbook utilizes a variety of strategies with video vignettes that are analyzed in class (indicator 4d).

Sources of Evidence

- Required course syllabi
- Candidate instructional strategies binders
- Interview with adjunct faculty

Performance

- 4(e) The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.
- 4(f) The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.

4(g) 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 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – A combination of candidate lesson plans, observations, an interview with a recent completer, and an interview with adjunct faculty provide acceptable evidence that teacher candidates understand and use a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills. In secondary science methods course, candidates develop demonstrations of scientific phenomena, develop labs that match phenomena and standards, and practice delivering instruction to groups of adults and students. An interview with EDU 541 (secondary science methods) instructor described a specific and detailed activity from the course where the candidate took a topic from a HS physics text, identified the key phenomena, created a demonstration of the key phenomena, and developed a lab activity and assessment. The candidate practiced this learning context with a group of teachers and HS students, who positioned themselves as learners and asked authentic questions as they worked through the lesson. Evidence provided by the EPP aligned with all performance indicators.

Sources of Evidence

- Candidate portfolio
- Observation and interview with recent completer
- Interview with adjunct faculty

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 inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

- 6(a) The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
- 6(b) The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.
- 6(c) The teacher understands technical writing as a way to communicate science concepts and processes.

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
6.1 Knowledge		X	

6.1 Analysis – Interviews with department chairs from biology, chemistry, and physics along with examples of lab syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how to use a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom. Specifically, faculty described several applications of technical writing where candidates received instruction on how to produce technical writing and revise/refine writing. In these examples, candidates were explicitly taught essential components of technical report writing. Some candidates have opportunities to co-author research with faculty. Candidates use a variety of hardware and software in the lab components of their science courses. Evidence provided by the EPP aligned with all knowledge indicators.

Sources of Evidence

- Interview with department chairs
- Required course assignment guidelines
- Student research conference at College of Idaho
- Interview with adjunct faculty

Performance

- 6(d) The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
- 6(e) The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
- 6(f) The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
- 6(g) The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
6.2 Performance	X		

6.2 Analysis – Insufficient evidence was provided to demonstrate that teacher candidates use a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom. Some lesson plans that could have potentially met the standard were provided in the evidence, but a lack of student work samples connected to these lessons

made it difficult to determine if/how students were using various modes of communication and technology. Evidence provided by the EPP aligned with half of the performance indicators.

Sources of Evidence

- Candidate interview
- Candidate portfolio

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

- 9(a) The teacher understands the importance of keeping current on research related to how students learn science.
- 9(b) The teacher understands the importance of keeping current on scientific research findings.

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – A combination of course syllabi, interviews with subject matter faculty, and candidate research projects demonstrate that candidates have knowledge of research related to their science content area (biology, chemistry, physics) and the practice of teaching. In a variety of science contexts, candidates are required to interact with research related to their science content area. Candidates also consider current practices of teaching and learning science in the EDU 541 secondary science methods course. Evidence provided by the EPP aligned with all knowledge indicators.

Sources of Evidence

- Required course syllabi
- Interview with College faculty
- Capstone independent research project
- Required course assignments

Performance

- 9(c) The teacher incorporates current research related to student learning of science into science curriculum and instruction.
- 9(d) The teacher incorporates current scientific research findings into science curriculum and instruction.

<i>Standard 9 Professional Commitment and Responsibility</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>	X		

9.2 Analysis – EPP provided insufficient evidence to demonstrate ways in which teaching candidates incorporate current research findings from science into instructional contexts used in the classroom with students. Some evidence (acquired via interview) was provided to demonstrate how candidates are taught to consider current research behind the new Idaho State Science Standards. However, missing from the evidence were examples of lessons or activities that candidates built upon or related to current research in science. Evidence provided by the EPP aligned with two out of two performance indicators; however, this evidence was limited in scope.

Sources of Evidence

- Interview with recent completer
- Interview with adjunct faculty

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

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

Knowledge

- 11(a) The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.
- 11(b) The teacher is aware of available resources and standard protocol for proper disposal of waste materials.
- 11(c) The teacher knows how to properly care for, inventory, and maintain materials and equipment.
- 11(d) The teacher is aware of legal responsibilities associated with safety.
- 11(e) The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.
- 11(f) The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

<i>Standard 11 Safe Learning Environment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.1 Knowledge</i>		X	

11.1 Analysis – Syllabi, required coursework, and university lab safety requirements provide evidence that teacher candidates demonstrate an adequate understanding of the science teacher’s responsibility to provide for a safe learning environment. All secondary science candidates complete an undergraduate degree in a science content area (e.g. biology, chemistry, physics) and complete a comprehensive collection of lab-based courses. Candidates must review and sign off on MSDS sheets for each chemical used in lab. Evidence provided by the EPP aligned with all knowledge indicators.

Sources of Evidence

- Course syllabi from science labs
- Required Lab safety course syllabi
- Research students required to complete annual lab safety training and pass test with 100% in order to receive access to research labs
- Candidate signed lab safety contracts
- Required course syllabi

Performance

- 11(g) The teacher develops instruction that uses appropriate materials and ensures a safe environment.
- 11(h) The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.
- 11(i) The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.
- 11(j) The teacher models safety at all times.
- 11(k) The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.
- 11(l) The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.
- 11(m) The teacher evaluates lab and field activities for safety.
- 11(n) The teacher evaluates a facility for compliance to safety regulations.
- 11(o) The teacher uses safety procedures and documents safety instruction.
- 11(p) The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.
- 11(q) The teacher implements laboratory, field, and demonstration safety techniques

<i>Standard 11 Safe Learning Environment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.2 Performance</i>		X	

11.2 Analysis – Candidate work samples and lessons provide evidence of teacher candidate performance related to the science teacher’s responsibility to provide for a safe learning environment. Adequate emphasis is placed on lab safety and through the EDU 451 course, candidates are provided multiple opportunities to develop labs and perform labs with students. There is evidence in the professional portfolios that candidates are integrating lab safety into their intern experiences. Evidence provided by the EPP aligned with 11 of 11 performance indicators.

Sources of Evidence

- Candidate lesson plans
- Lab Safety Assignments
- Required course assignments

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

- 12(a) The teacher knows a broad range of laboratory and field techniques.
- 12(b) The teacher knows strategies to develop students’ laboratory and field skills.

<i>Standard 12 Laboratory and Field Activities</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>12.1 Knowledge</i>		X	

12.1 Analysis – Syllabi, required coursework, and university lab safety requirements provide evidence that teacher candidates demonstrate competence in conducting laboratory, and field activities. All secondary science candidates complete an undergraduate degree in a science content area (e.g. biology, chemistry, physics) and complete a comprehensive collection of lab-based courses. Evidence provided by the EPP aligned with all knowledge indicators.

Sources of Evidence

- Required course syllabi
- Lab Safety Assignments
- Required course assignments
- Adjunct faculty interview

Performance

- 12(c) The teacher engages students in a variety of laboratory and field techniques.

12(d) The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Standard 12 Laboratory and Field Activities	Unacceptable	Acceptable	Exemplary
12.2 Performance		X	

12.2 Analysis – Candidate work samples and lesson plans were provided, but the scope of materials shows minimal evidence of teacher candidate competence in conducting laboratory, and field activities. Evidence provided by the EPP aligned with all performance indicators.

Sources of Evidence

- Candidate lesson plans
- Candidate required safety assignment
- Candidate interview

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7		7	
Performance	7	2	5	

Areas for Improvement

- In many instances, standards were found to be acceptable (minimum of three pieces of evidence and 75% of indicators met) in large part due to evidence gained from interviews with faculty and program completers. A lack of digital and hard copy evidence provided by the EPP made it difficult to mark standards as acceptable without these supplemental interviews. Overall, digital and hard copy evidence was limited in scope.
- Knowledge standards were better supported by evidence than performance standards. Generally speaking, performance standards were characterized by a lack of robust evidence, which was restricted to candidate professional portfolios. These portfolios were generally limited in scope in terms of lessons, unit plans, assessments, data, and samples of student work. A systematic approach by the EPP to collecting and documenting candidate unit plans, lessons, assessments, and samples of student work/achievement would allow the program to more effectively demonstrate its impact on candidate development and its work toward meeting standards.

Recommended Action on Science Foundation Standards

- Approved
- Conditionally Approved**
 - Insufficient Evidence**

- Lack of Completers
- New Program
- Not Approved

IDAHO STANDARDS FOR BIOLOGY TEACHERS

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

Knowledge

- 1(a) The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.
- 1(b) The teacher knows the currently accepted taxonomy systems used to classify living things.
- 1(c) The teacher understands scientifically accepted theories of how living systems evolve through time.
- 1(d) The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.
- 1(e) The teacher knows biochemical processes that are involved in life functions.
- 1(f) The teacher knows that living systems interact with their environment and are interdependent with other systems.
- 1(g) The teacher understands that systems in living organisms maintain conditions necessary for life to continue.
- 1(h) The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.
- 1(i) The teacher understands how matter and energy flow through living and non-living systems.
- 1(j) The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – A combination of course syllabi, required coursework, sample lesson plans, assignments, and scope/sequences provide acceptable evidence that teacher candidates demonstrate an adequate understanding of understands the central concepts, tools of inquiry, and structures of the discipline taught. Candidates in this program compete an undergraduate degree in biology before completing their education minor. Through this approach, candidates in the program develop extensive science content knowledge. Evidence provided by the EPP aligned with all knowledge indicators.

Sources of Evidence

- Required course syllabi
- Required course assignment guidelines
- Candidate Praxis scores

Performance

- 1(k) The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.
- 1(l) The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
- 1(m) The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.
- 1(n) 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.
- 1(o) The teacher helps students understand the ways living organisms are adapted to their environments.
- 1(p) The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.
- 1(q) The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.
- 1(r) 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.
- 1(s) The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, burning fossil fuels, seeding clouds, and making snow).
- 1(t) The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
1.2 Performance		X	

1.2 Analysis – Candidate lesson plans and samples of student work provide acceptable evidence demonstrating that teaching candidates create learning experiences that make these aspects of subject matter meaningful for students. Lesson plans reflected a range of experiences and topics from introduction lessons to more advanced investigations and inquiries. Evidence provided by the EPP aligned with most performance indicators. However, evidence was limited in scope due to a lack of completers.

Sources of Evidence

- Candidate portfolio examples including student work.
- Candidate lesson plan and assessment
- Candidate interview

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Areas for Improvement

- Lack of performance evidence and completers were limiting factors in the review of this program. Knowledge standards were better supported by evidence than performance standards. Generally speaking, performance standards were characterized by a lack of robust and varied evidence, which was restricted to candidate professional portfolios. These portfolios were generally limited in scope in terms of lessons, unit plans, assessments, data, and samples of student work. A systematic approach by the EPP to collecting and documenting candidate unit plans, lessons, assessments, and samples of student

work/achievement would allow the program to more effectively demonstrate its impact on candidate development and its work toward meeting standards.

Recommended Action on Biology

- Approved
- Conditionally Approved**
 - Insufficient Evidence**
 - Lack of Completers**
 - New Program**
- Not Approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

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

Knowledge

- 1(a) The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
- 1(b) The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.
- 1(c) The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
- 1(d) The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.
- 1(e) The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.
- 1(f) The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).
- 1(g) The teacher can identify and quantify changes in energy and structure.
- 1(h) The teacher understands the historical development of atomic and molecular theory.
- 1(i) The teacher knows basic chemical synthesis to create new molecules from prec?
Molecules
- 1(j) The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.
- 1(k) The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.
- 1(l) The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.
- 1(m) The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).
- 1(n) 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.
- 1(o) The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.
- 1(p) 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.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – A combination of course syllabi, required coursework, sample lesson plans, assignments, and scope/sequences provide acceptable evidence that teacher candidates demonstrate an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline taught. Students in this program compete an undergraduate degree in chemistry before completing their education minor. Through this approach, candidates in the program develop extensive science content knowledge. Evidence provided by the EPP aligned with all knowledge indicators.

Sources of Evidence

- Required course syllabi
- Candidate Portfolio and other assignment work
- Candidate Praxis scores

Performance

- 1(q) 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.
- 1(r) The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).
- 1(s) The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.
- 1(t) The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.
- 1(u) The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.
- 1(v) The teacher helps the student understand the composition of neutral and ionic atoms and molecules.
- 1(w) 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.
- 1(x) 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.
- 1(y) The teacher helps the student begin to categorize and identify a variety of chemical reaction types.
- 1(z) The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.
- 1(aa) The teacher helps the student understand and apply modern atomic, electronic and bonding theories.
- 1(bb) The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.
- 1(cc) The teacher helps the student understand the quantitative behavior of gases.

- 1(dd) 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.
- 1(ee) The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.
- 1(ff) The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.
- 1(gg) The teacher helps the student understand and predict the properties and reactions of acids and bases.
- 1(hh) The teacher helps the student understand chemical equilibrium in solutions.
- 1(ii) The teacher helps the student understand and use chemical kinetics.
- 1(jj) The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.
- 1(kk) The teacher helps the student learn the basic organizing principles of organic chemistry.
- 1(ll) 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.
- 1(mm) The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.
- 1(nn) The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.
- 1(oo) The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.
- 1(pp) The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.
- 1(qq) The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>	X		

1.2 Analysis – Limited evidence was provided to demonstrate that the teacher candidate creates learning experiences that make these aspects of subject matter meaningful for students. Evidence provided by the EPP aligned with minimal performance indicators.

Sources of Evidence

- Candidate lesson plans

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Areas for Improvement

- Lack of performance evidence and completers were limiting factors in the review of this program. Knowledge standards were better supported by evidence than performance standards. Generally speaking, performance standards were characterized by a lack of robust and varied evidence, which was restricted to candidate professional portfolios. These portfolios were generally limited in scope in terms of lessons, unit plans, assessments, data, and samples of student work. A systematic approach by the EPP to collecting and documenting candidate unit plans, lessons, assessments, and samples of student work/achievement would allow the program to more effectively demonstrate its impact on candidate development and its work toward meeting standards.

Recommended Action on Chemistry

- Approved
- Conditionally Approved**
 - Insufficient Evidence**
 - Lack of Completers**
 - New Program**
- Not Approved

IDAHO STANDARDS FOR PHYSICS TEACHERS

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

Knowledge

- 1(a) The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
- 1(b) 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.
- 1(c) 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.
- 1(d) The teacher understands contemporary physics events, research, and applications.
- 1(e) The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.
- 1(f) The teacher knows the historical development of models used to explain physical phenomena.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – A combination of course syllabi, required coursework, sample lesson plans, assignments, and scope/sequences provide acceptable evidence that teacher candidates demonstrate an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline taught. Candidates in this program compete an undergraduate degree in physics before completing their education minor. Through this approach, candidates in the program develop extensive science content knowledge. Evidence provided by the EPP aligned with six out of the six knowledge indicators.

Sources of Evidence

- Required course syllabi
- Candidate sample lessons
- Candidate Praxis scores

Performance

- 1(g) The teacher engages students in developing and applying conceptual models to describe the natural world.

- 1(h) The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
- 1(i) The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.
- 1(j) The teacher engages student in the examination and consideration of the models used to explain the physical world.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – Only one piece of evidence was provided that matched performance indicators. This piece of evidence related to half indicators. Evidence was limited to a single candidate’s portfolio.

Sources of Evidence

- Candidate 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.

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Areas for Improvement

- Lack of performance evidence and completers were limiting factors in the review of this program. Knowledge standards were better supported by evidence than performance standards. Generally speaking, performance standards were characterized by a lack of robust and varied evidence, which was restricted to candidate professional portfolios. These portfolios were generally limited in scope in terms of lessons, unit plans, assessments, data, and samples of student work. A systematic approach by the EPP to collecting and documenting candidate unit plans, lessons, assessments, and samples of student work/achievement would allow the program to more effectively demonstrate its impact on candidate development and its work toward meeting standards.

Recommended Action on Physics

- Approved
- Conditionally Approved**
 - Insufficient Evidence**
 - Lack of Completers**
 - New Program
- Not Approved

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

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

Knowledge

- 1(a) 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).
- 1(b) The teacher understands the ways various governments and societies have changed over time.
- 1(c) The teacher understands ways in which independent and interdependent systems of trade and production develop.
- 1(d) The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.
- 1(e) 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.
- 1(f) The teacher understands geography affects relationships between people, and environments over time.
- 1(g) 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.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Syllabi, required coursework, candidate lesson plans, interviews with instructors, candidates and completers, and candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of 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. All indicators were met.

Sources of Evidence

- Content Area Praxis Scores
- Candidate Work Samples
- Course Syllabi
- Candidate Interviews
- Completer Interviews
- Course Instructor Interviews

Performance

- 1(h) The teacher demonstrates chronological historical thinking
- 1(i) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.
- 1(j) 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.
- 1(k) The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.
- 1(l) The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Syllabi, required coursework, candidate lesson plans, interviews with instructors, candidates and completers, and candidate work samples provide evidence that teacher candidates demonstrate an adequate performance regarding the instruction of social studies concepts. The exception being, 1(k), incorporating current events, global perspectives, and scholarly research into the curriculum. No evidence or artifacts were provided for this indicator.

Sources of Evidence

- Content Area Praxis Scores
- Candidate Work Samples
- Course Syllabi
- Candidate Interviews
- Completer Interviews
- Course Instructor Interviews

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

- 2(a) The teacher understands the influences that contribute to intellectual, social, and personal development.
- 2(b) The teacher understands the impact of student environment on student learning.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge	X		

2.1 Analysis – The evidence provided for Standard 2: Knowledge of Human Development and Learning was incomplete. Course syllabi and candidate interviews provided some evidence for Standard 2. However, a lack of supporting artifacts impacted the outcome. In both 2(a) and 2(b) artifacts such as work samples or lessons from candidates were not available for review.

Sources of Evidence

- Course Syllabi
- Candidate Interviews

Performance

2(c) The teacher provides opportunities for students to engage in civic life, politics, and government.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Syllabi, required coursework, candidate lesson plans, interviews with instructors, candidates and completers, and candidate work samples provide evidence that teacher candidates demonstrate an adequate performance for Standard 2: Knowledge of Human Development and Learning.

Sources of Evidence

- Candidate Work Samples
- Course Syllabi
- Candidate Interviews
- Completer Interviews
- Course Instructor Interviews

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	2	1	1	
Performance	2		2	

Areas for Improvement

- A system for collecting artifacts and data for The College of Idaho Education Department review and program development

Recommended Action on Social Studies Foundation Standards

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR GOVERNMENT & CIVICS TEACHERS

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

Knowledge

- 1(a) The teacher understands the relationships between civic life, politics, and government.
- 1(b) The teacher understands the foundations of government and constitutional and principles of the United States political system.
- 1(c) 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.
- 1(d) 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).
- 1(e) The teacher understands the role of public policy in shaping the United States political system.
- 1(f) 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).
- 1(g) The teacher understands the characteristics of effective leadership.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Syllabi, required coursework, candidate lesson plans, interviews with instructors, candidates and completers, and candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students. The exceptions being 1(f) and 1(g). Little evidence or artifacts were provided in these specific areas.

Sources of Evidence

- Content Area Praxis Scores
- Candidate Work Samples
- Course Syllabi
- Candidate Interviews
- Completer Interviews
- Course Instructor Interviews

Performance

- 1(h) The teacher promotes student engagement in civic life, politics, and government.
- 1(i) 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.
- 1(j) The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.
- 1(k) The teacher integrates global perspectives into the study of civics and government.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>	X		

1.2 Analysis – While some evidence provided through completer and cooperating teacher interviews was provided, the EPP failed to demonstrate through artifacts, data, and evidence that candidates are prepared to meet 1(h) the teacher promotes student engagement in civic life, politics, and government or 1(k) the teacher integrates global perspectives into the study of civics and government.

Sources of Evidence

- Cooperating Teacher Interviews
- Completer Interviews

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	1	0	0

Areas for Improvement

- A system for collecting artifacts and data for College of Education review and program development

Recommended Action on Government and Civics

- Approved
- Conditionally Approved – Insufficient Evidence
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR HISTORY TEACHERS

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

Knowledge

- 1(a) The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
- 1(b) The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
- 1(c) The teacher understands how international relations impacted the development of the United States.
- 1(d) The teacher understands how significant compromises and conflicts defined and continue to define the United States.
- 1(e) The teacher understands the political, social, cultural, and economic development of the United States.
- 1(f) The teacher understands the political, social, cultural, and economic development of the peoples of the world.
- 1(g) The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
- 1(h) 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.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – Syllabi, required coursework, candidate lesson plans, interviews with instructors, candidates and completers, and candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of 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. No evidence was found to indicate 1(d) knowledge was happening in any required courses.

Sources of Evidence

- Content Area Praxis Scores
- Candidate Work Samples
- Course Syllabi
- Candidate Interviews
- Completer Interviews

- Course Instructor Interviews

Performance

- 1(i) The teacher makes connections between political, social, cultural, and economic themes and concepts.
- 1(j) The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
- 1(k) The teacher facilitates student inquiry on how international relationships impact the United States.
- 1(l) The teacher relates the role of conflicts to continuity and change across time.
- 1(m) The teacher demonstrates an ability to research, analyze, and interpret history.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – While some evidence provided through completer and cooperating teacher interviews was shown, the EPP failed to demonstrate through artifacts, data, and evidence that candidates are prepared to meet *1(i) The teacher makes connections between political, social, cultural, and economic themes and concepts, 1(j) The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history 1(k) The teacher facilitates student inquiry on how international relationships impact the United States, 1(l) The teacher relates the role of conflicts to continuity and change across time.*

Sources of Evidence

- Cooperating Teacher Interviews
- Completer Interviews

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	1	0	0

Areas for Improvement

- A system for collecting artifacts and data for College of Education review and program development

Recommended Action on History

- Approved
- Conditionally Approved – Lack of Completers
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS

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

Knowledge

- 1(a) The teacher understands the history and foundation of arts education.
- 1(b) The teacher understands the processes and content of the arts discipline being taught.
- 1(c) The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.
- 1(d) The teacher understands how to interpret, critique, and assess the arts discipline being taught.
- 1(e) The teacher understands the cultural and historical contexts surrounding works of art.
- 1(f) The teacher understands that the arts communicate, challenge, and influence cultural and societal values.
- 1(g) 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).
- 1(h) The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students’ personal and/or career interests.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

Analysis – Course catalog and syllabi descriptions of art, music, and theatre classes show that the history and foundations, processes and content of each discipline have sufficient depth. No evidence was presented to show how the arts enhance a comprehensive curriculum. Assessing, interpreting, and critiquing the arts disciplines are all taught in college course classes and were observable in the candidate orchestra class. Cultural and historical contexts, societal values, and aesthetical purposes are included in most of the college course catalog descriptions.

Sources of Evidence

- Course catalog descriptions of theatre, music, and art classes
- Syllabi of some courses give detailed lessons of different cultural and historical foundations, as well as opportunities for critiques
- Two candidate portfolios (art, music) show strengths in foundational knowledge
- Candidate classroom observation and interview

Performance

- 1(i) The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.
- 1(j) The teacher helps students create, understand, and become involved in the arts relevant to students’ interests and experiences.
- 1(k) The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.
- 1(l) The teacher helps students identify relationships between the arts and a comprehensive curriculum.
- 1(m) The teacher provides instruction to make a broad range of art genres and relevant to students.
- 1(n) The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.
- 1(o) The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>	X		

1.1 Analysis - Music candidate thesis regarding ensemble performance and action research, a portfolio lesson plan and picture of a candidate’s work with elementary students experiencing music appreciation, a video clip on YouTube showing a middle school choir performance of a Chinese song, and various candidates’ lesson plans provide evidence that teacher candidates **in music** demonstrate performance of standards 1i through 1k and 1m through 1o. No clear evidence was provided for 1l.

PERFORMANCE FOUNDATION STANDARDS FOR THEATRE AND ART WERE MISSING. Interviews with theatre dept. chair and art dept. chairs confirm that no EDUCATION candidates have been in these programs for several years (art), or only two currently in their sophomore and junior years (theatre), so there are not currently any connections between the disciplines and education classes. The performance standards for art and theatre candidates are based on the candidates’ professional work in the trade, NOT FOR TEACHING P-12 STUDENTS.

Sources of Evidence

- *Music Candidate assignments*
- *Music Candidate lesson plan and reflection*
- *Department Chair Interviews*

Response regarding 1(I) The teacher helps students identify relationships between the arts and a comprehensive curriculum.

Although the visiting team indicated that music was “acceptable,” the team reported that we were weak in the area of 1(I). Because of our liberal-arts curriculum our students are immersed in a comprehensive curriculum. This is reinforced and deepened in our music curriculum, particularly in our music theory and history courses that focus on contexts, aesthetics, and writing. Interdisciplinary exploration is embraced in our small classrooms where students bring a wealth of diverse information from a variety of disciplines into our discussions.

Once thoroughly indoctrinated as liberal-arts thinkers (i.e. multi-disciplinary) our students very naturally do this in the classroom. This is reinforced and required in our MUS 442 Music Methods and Materials course, where students/teachers are trained to think about music as part of a larger, more holistic curriculum and to recognize that music can reinforce many of the core objectives of K-12 learning (writing, history, global learning, etc.). As evidence, see the summary lesson plan of one of our students (VPA Artifact 1).

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.

Knowledge

- 7(a) The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.
- 7(b) The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
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7.1 Knowledge	X		
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7.1 Analysis – Music candidate portfolios all showed various examples of artifacts used to demonstrate understanding of the 10 INTASC standards, but not the Idaho Content Standards (**Standard 7a**). Only two candidates referenced the Idaho Content standards, and in each case these were incidental references instead of the integral application of the standards used in instructional planning. Theater and Art portfolios did not provide evidence of indicators for Standard 7.

Sources of Evidence

- Candidate portfolios (music only)
- Candidate lesson plans (music only)
- Candidate audit file notes (music only)

Performance

- 7(c) The teacher incorporates state standards for the arts discipline in his or her instructional planning.
- 7(d) 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 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

7.2 Analysis – Little or no evidence was provided to indicate that teacher candidates could incorporate state content standards for the arts discipline in instructional planning nor demonstrate that the processes and uses of the tools necessary for communication of ideas.

Sources of Evidence

- Candidate portfolio (music only)

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

- 8(a) The teacher understands assessment strategies specific to the creative process.
- 8(b) The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.

8(c) The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, performance/presentation).

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>	X		

8.1 Analysis – Course catalog descriptions, syllabi, candidate lesson plans, candidate and faculty interviews, art candidate unofficial transcript for 500 level courses, candidate portfolios provide evidence that teacher candidates demonstrate an adequate understanding of Standard 8a in all three subject disciplines. However, since these assessments are related to knowledge in the professional world, no evidence exists for Standards 8b and 8c as relating to PreK-12 students in the art and theatre departments. Music candidates do show some understanding of Standards 8b and 8c in their portfolios, lesson plans, candidate classroom observation, and one candidate interview.

Sources of Evidence

- Candidate interview (music only)
- Candidate portfolio (music only)
- Candidate lesson plans (music only)
- Course catalog descriptions and syllabi
- Candidate personal files

Because the artifacts for music were deemed acceptable, we contend that we will satisfy these standards once we no longer certify in Art and Drama.

Performance

- 8(d) The teacher assesses students’ learning and creative processes as well as finished products.
- 8(e) The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.
- 8(f) The teacher provides a variety of arts assessments to evaluate student performance.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>	X		

8.2 Analysis – Music portfolios, lesson plans, candidate interview, and classroom observation demonstrate student assessments, opportunities for student performance, and both written and performance assessments are an important part of the music ed. candidate’s practice. There is no evidence provided that candidates in art and theatre would be able to show how performance assessment can help inform PreK-12 students’ learning progress.

Sources of Evidence

- Candidate portfolios (music only)
- Candidate lesson plans (music only)
- Candidate observation (music only)

Because the artifacts for music were deemed acceptable, we contend that we will satisfy these standards once we no longer certify in Art and Drama.

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

- 9(a) The teacher understands the importance of continued professional growth in his or her discipline

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.1 Knowledge	X		

9.1 Analysis – Music candidates’ portfolios show self-reflection on practice and the recognition of the need for continued professional growth (9a). However, because of a lack of professional commitment instruction, a music candidate’s audit file clearly shows commitment and responsibility misunderstandings between the cooperating teacher, the candidate, and the EPP department chair. This candidate’s self-reflection in her Danielson Domain Four portfolio also states that her building instructional coach and high school principal have provided her with the professional instructional leadership she has needed that did not come in her pre-service education.

No evidence was provided from theatre and art candidates to show those candidates “engaged in the purposeful mastery of the art and science of teaching.” The theatre and art departments (as expressed in interviews with the department chairs) are focused on candidates working in the field professionally, not on teacher preparation.

Sources of Evidence

- Candidate portfolios (music only)
- Music audit file documents
- Interviews with art, music, and theatre department chairs

Response to 9.1

Although we were deemed “acceptable” for standard 9.1, our auditors provided a critique that we have had difficulty understanding. It appears that we were faulted for what our candidates learned during their internships. We believe our auditors misinterpreted one of our student’s comments, or specifically, over-read the student’s comments about learning new things as some type critique on being underprepared for teaching in their internships. Perhaps we misunderstand, but we heartily believe that significant amounts of learning should be acquired in the actual classroom environment and that new knowledge—or more often old knowledge that now seems new, once experienced—should be gained in the internship. It is in fact because of the depth of learning that occurs during this experiential learning that we require our students to complete a full year of internship. See also See Maggie Tollman and Britany Delong’s Professional Portfolio, for Danielson Domain 4, Professional Responsibilities.

<http://delongbv.wixsite.com/teacher-portfolio/domain-four>

<http://maggietolman22.wixsite.com/mysite/domain-4>

Performance

9(b) The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – Art, music, and theatre candidates all are involved in community exhibits (Senior Art Exhibit), clinics, workshops, and performances for music, and theatrical productions (9b).

Sources of Evidence

- Candidate portfolios (music)
- Senior Art Exhibit photos
- Interviews with art, music, and theatre department chairs

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

- 10(a) The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
- 10(b) The teacher understands the unique relationships between the arts and their audiences.

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
10.1 Knowledge	X		

10.1 Analysis – Music candidates’ portfolios, music methods 442 syllabus, and music candidate interview show Standards 10a and 10b being met. However, no such evidence for “school/district arts program” was evidenced for art and theatre candidates. The art candidate’s secondary methods class was in math, not art.

Sources of Evidence

- Candidate portfolio (music)
- Music Methods 442 syllabus
- Music candidate interview

Response to 10a, 10b

As mentioned in our review, music showed evidence of achieving these standards. It was only art and theatre that were deficient. Due to our dropping art and theatre endorsement areas, we have not included additional evidence.

Performance

- 10(c) The teacher promotes the arts for the enhancement of the school and the community.
- 10(d) The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
10.2 Performance	X		

10.2 Analysis – Music candidate portfolios contained reflections regarding student concert programs, actual paper copies of concert programs, and photos/videos of students in concert performances, thereby meeting Standards 10c and 10d. Senior Art exhibit photos and college theatre productions show exhibits and performances for the community audiences, but no audience appropriateness criteria for PreK-12 students was evidenced for the art and theatre candidates.

Sources of Evidence

- Candidate portfolio reflections (music)
- Music concert programs
- Photos and videos of music students presenting concerts for school and community audiences

Response to 10c, 10d

According to the report, music provided adequate evidence, but theatre and art were deficient. Due to our dropping these areas, no additional information has been included.

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

Knowledge

- 11(a) The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.
- 11(b) The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

Standard 11 Learning Environments	Unacceptable	Acceptable	Exemplary
11.1 Knowledge	X		

11.1 Analysis – Syllabi for required coursework in art, music, and theatre demonstrate an adequate understanding of safety issues in each discipline (11a). Music candidate lesson plans provide additional evidence that MUSIC teacher candidates demonstrate an adequate understanding of 11a. No evidence was provided from any of the three disciplines to address standard 11b.

Sources of Evidence

- Required coursework syllabi for art, music, and theatre classes
- Music candidates’ lesson plans

Response to 11b: The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

As indicated in the report, our music curriculum has adequately demonstrated teaching our students about safety regarding the use of instruments and healthy practices with the voice, but we were deemed deficient in demonstrating our teaching regarding the management of performance technologies.

This standard is new for us, and so we are currently trying to unpack the meaning of this standard. Because our music students are regularly performing, and thus using the technology of their various

instruments, these issues are one of the key areas of focus in applied lessons and ensemble rehearsals. Health sound production is taught repeatedly. All music education students are also required to complete two semesters of conducting, which could considered a performance practice/method and perhaps a technology.

Although the standard is not clear in regards to music, we also wonder if the standard specifically means “electronic” technologies. Although our musicians most often perform without the assistance of electronic technology or other mediating technologies, last year we introduced a new course into our curriculum—MUS 220 Introduction to Music Technology (see VPA Artifact 2). Currently this course is not required of our music education students, although it has been highly recommended to them due to the shift on the music world towards recorded performances. Students in MUS-220 Introduction to Music Technology learn about the physics of sound, microphones and recording equipment, music notation software, and sound editing and synthesis software. When learning about the physics of sound, students learn about decibel levels and hearing safety. The recording, sound editing, and music notation components of the course equip students to edit and create musical scores and parts, record live performances, and use basic editing and effects on sound files. MUS-220 is a practical course, and one way students demonstrate proficiency is through properly setting up a sound system and making archival recordings of Music Department concerts and recitals.

Performance

- 11(c) The teacher ensures that students have the skills and knowledge necessary to accomplish art tasks safety.
- 11(d) The teacher manages the simultaneous activities that take place daily in the arts classroom.
- 11(e) The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.

<i>Standard 11 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
11.2 Performance	X		

11.2 Analysis – Music candidate classroom layouts (11d) show simultaneous activity areas. No evidence was provided for Standards 11c and 11e from any of the three arts disciplines.

Sources of Evidence

- Candidate portfolio (music)

Response to 11c The teacher ensures that students have the skills and knowledge necessary to accomplish art tasks safety.

As indicated in the state’s review and our report we have taught our music students about safety issues. However, due to the shift in standards we have not historically either asked our students to perform this function as a teacher. And although they may have taught some of these things, we have not asked them to document this standard.

To remedy this, we will build onto our already existing safety module in our MUS 442 Music Methods and Materials course to include an activity in which the students develop and practice teaching a mini lesson regarding safety.

Response to 11(e) The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.

As mentioned in our response to 11(b) above, we are seeking some clarity regarding this standard as it applies to music. However, we believe we are partially addressing this with one of our music education requirements. Our music education students are required to complete a Pedagogy and Practicum course their senior year. In this course, our student shadow one of our conductors to learn how to run a rehearsal and performance. Ultimately in this course the student educator will conduct one of the college ensembles on at least one piece (see VPA Artifact 3, the program for a Sinfonia concert in which one of our music-education students is the guest conductor). In this course, students are also trained on the technical repair and maintenance of instruments (see Artifact 4, the syllabus for the MUS-443 String Pedagogy and Practicum course). Due to our almost constant emphasis in all of our lessons and ensembles on healthy performance practices, we can further develop this area on the pedagogy and practicum courses and have our student conductors teach healthy performance techniques. In each instance, the EPP recognizes the need to collect artifacts of candidates performing the standard in their own practice. The EPP will work with methods instructors and student-teaching supervisors to collect those artifacts in the future.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6	5	1	
Performance	6	5	1	

Areas for Improvement

- Art and theatre departments need to develop programs for education preparation
- Music department needs to strengthen education preparation program

Recommended Action on Visual Arts Foundation Standards

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR MUSIC TEACHERS

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

Knowledge: The teacher understands and knows how to teach:

- 1(a) Singing, alone and with others, a varied repertoire of music.
- 1(b) Performing on instruments, alone and with others, a varied repertoire of music.
- 1(c) Improvising melodies, variations, and accompaniments.
- 1(d) Composing and arranging music within specified guidelines.
- 1(e) Reading and notating music.
- 1(f) Listening to, analyzing, and describing music.
- 1(g) Evaluating music and music performances.
- 1(h) Understanding relationships between music, the other arts, and disciplines outside the arts.
- 1(i) Understanding music in relation to history and culture.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Syllabi, required coursework, candidate and dept. chair interviews, and portfolios provide evidence that teacher candidates demonstrate an adequate understanding of Standards 1a-1i .

Sources of Evidence

- Music course syllabi
- Music major required course list
- Music candidate interview
- Music dept. chair interview
- Music candidates portfolios

Performance: The teacher is able to demonstrate and teaches:

- 1(j) Singing, alone and with others, a varied repertoire of music.
- 1(k) Performing on instruments, alone and with others, a varied repertoire of music.
- 1(l) Improvising melodies, variations, and accompaniments.
- 1(m) Composing and arranging music within specified guidelines.
- 1(n) Reading and notating music.
- 1(o) Listening to, analyzing, and describing music.
- 1(p) Evaluating music and music performances.
- 1(q) Understanding relationships between music, the other arts, and disciplines outside the arts.

1(r) Understanding music in relation to history and culture

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Candidate and dept. chair interviews, music candidate portfolios, candidate transcripts, and lesson plans provide evidence that teacher candidates demonstrate performance of 1j-1r.

Sources of Evidence

- Candidate interview
- Dept. chair interview
- Candidate portfolios
- Candidate transcript
- Candidate lesson plans

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.

Knowledge

- 7(a) 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

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Syllabi, required coursework, candidate lesson plans, and candidate portfolios provide evidence that teacher candidates demonstrate an adequate understanding of Standard 7a.

Sources of Evidence

- Course syllabi
- Required Coursework
- Candidate lesson plans
- Candidate portfolios

Performance

7(b) 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.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>		X	

7.2 Analysis – Candidate classroom observation, candidate portfolios, YouTube video clip, and candidate lesson plans provide evidence that sequential, holistic, and cumulative processes are utilized by music teacher candidates to meet Standard 7b.

Sources of Evidence

- Classroom observation
- Candidate portfolios
- YouTube video
- Candidate lesson plans

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	2	0	2	0
Performance	2	0	2	0

Areas for Improvement

- Formalize a more structured program for music education.
- Create a standard portfolio requirement checklist.

Recommended Action on Music

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

Due to Foundational Standards not being approved.

IDAHO STANDARDS FOR THEATRE ARTS TEACHERS

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

Knowledge

- 1(a) The teacher knows the history of theater as a form of entertainment and as a societal influence.
- 1(b) The teacher knows the basic theories and processes of play writing.
- 1(c) The teacher understands the history and process of acting and its various styles.
- 1(d) 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).
- 1(e) The teacher understands the theory and process of directing theater.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Required coursework, department chair interview, and course syllabi provide evidence of adequately meeting Standards 1a-1e.

Sources of Evidence

- Catalog course descriptions
- Course syllabi
- Department chair interview

Performance

- 1(f) The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright’s intent.
- 1(g) The teacher supports individual interpretation of character, design, and other elements inherent to theater.
- 1(h) The teacher demonstrates proficiency in all aspects of technical theatre.
- 1(i) The teacher is able to direct shows for public performance.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – According to the theatre department chair, the theatre program at College of Idaho is focused on preparing candidates to work in the theatre industry, or to continue study for an MFA in another institution. The candidate artifacts provided are geared toward the individual

candidate's performance and learning, rather than preparing candidates to teach theatre to students in PreK-12 schools.

Sources of Evidence

- Department chair interview
- Candidate 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.

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.

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

Knowledge

- 11(a) The teacher understands how to safely operate and maintain the theatre facility.
- 11(b) The teacher understands how to safely operate and maintain technical theatre equipment.
- 11(c) The teacher understands OSHA and State Safety standards specific to the discipline.

11(d) The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.).

Standard 11 Safety and Management	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – The required coursework and syllabi, candidate portfolio reflections, along with the department chair interview show the candidates’ preparation and understanding of Standards 11a-11c. No evidence was provided to show a candidate’s understanding of managing the safety requirements to the drama classroom (11d).

Sources of Evidence

- Required coursework and syllabi
- Candidate portfolio reflections
- Department chair interview

Performance

- 11(e) The teacher can safely operate and maintain the theatre facility.
- 11(f) The teacher can safely operate and maintain technical theatre equipment.
- 11(g) The teacher employs OSHA and State Safety standards specific to the discipline.
- 11(h) The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.).

Standard 11 Safety and Management	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis – The interview with the department chair and candidate portfolios show the performance safety standards of 11e to 11g are met. Since the theatre department is preparing candidates to work in the theatre industry, the portfolio entries show the candidate’s own performance in the theatre, not the ability to safely manage a drama classroom (11h).

Sources of Evidence

- Department chair interview
- Candidate portfolios
- Candidate resumes

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	2	0	2	0
Performance	2	1	1	0

Areas for Improvement

- Devise a program to prepare candidates to teach in secondary classrooms, not just work in the theatre industry or go on to graduate school.

Recommended Action on Drama

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

The EPP accepts the findings of this review and will no longer seek to license candidates to teach Drama.

IDAHO STANDARDS FOR VISUAL ARTS TEACHERS

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

Knowledge

- 1(a) The teacher understands a variety of media, styles, and techniques in multiple art forms.
- 1(b) The teacher has knowledge of individual artists’ styles and understands the historical movements and cultural contexts of those works.
- 1(c) The teacher understands the elements and principles of art and how they relate to quality in works of art.
- 1(d) The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.
- 1(e) 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.
- 1(f) The teacher understands the value of visual art as an expression of our culture and possible career choices.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
1.1 Knowledge		X	

1.1 Analysis – A review of candidate portfolios, coursework, audit file documents, and interviews with the co-chairs of the art department provide evidence of strong subject matter knowledge (1a-1f). Though art vocabulary and interpretation is evident in required coursework, there is no evidence to support the understanding of art forms and disciplines “across the curriculum” (last part of standard 1d)

Sources of Evidence

- Candidate portfolios
- Audit file documents
- Interviews with art department co-chairs
- Required coursework

Performance

- 1(g) The teacher applies a variety of media, styles, and techniques in multiple art forms.
- 1(h) The teacher instructs students in individual artist styles and understands historical movements and cultural context of those works.

- 1(i) The teacher applies the elements and principles of art and how they relate to quality in works of art.
- 1(j) The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum.
- 1(k) The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.
- 1(l) The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.
- 1(m) The teacher makes reasoned and insightful selections of works of art to support teaching goals.
- 1(n) The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.
- 1(o) The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – The senior art exhibit and portfolio provide evidence of Standards 1g, 1i, 1k, and partial evidence of 1j. The other performance standards requiring classroom student involvement (1h, partial 1j, 1l, 1m, 1n, 1o) are not adequately supported with evidence from candidate portfolios.

Sources of Evidence

- Senior art exhibit
- Candidate portfolios

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	1	0	0

Areas for Improvement

- Prepare a systemic program of preparation for teaching art in the classroom

Recommended Action on Visual Arts

- Approved
- Conditionally Approved
- Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

The EPP accepts the findings of this review and will no longer seek to license candidates to teach Art.

IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS

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

Knowledge

- 1(a) The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.
- 1(b) The teacher knows the target culture(s) in which the language is used.
- 1(c) The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.
- 1(d) The teacher knows the history, arts, and literature of the target culture(s).
- 1(e) The teacher knows the current social, political, and economic realities of the countries related to the target language.
- 1(f) The teacher understands how the U.S. culture perceives the target language and culture(s).
- 1(g) The teacher understands how the U.S. is perceived by the target language culture(s).
- 1(h) The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – Required course syllabi, interviews, and assignments provide minimal evidence that World Language teacher candidates meet knowledge indicators 1(a)-1(h)

Sources of Evidence

- Required course syllabi
- College faculty interview
- Course assignment guidelines

Performance

- 1(i) 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.
- 1(j) The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.
- 1(k) The teacher promotes the value and benefits of world language learning to students, educators, and the community.
- 1(l) The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

- 1(m) The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
- 1(n) The teacher systematically incorporates culture into instruction.
- 1(o) The teacher incorporates discussions of the target culture’s contributions to the students’ culture and vice-versa.
- 1(p) The teacher encourages students to understand that culture and language are intrinsically tied.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>	X		

1.2 Analysis – Evidence showed one piece of evidence with competency in the teacher having the ability to write in the secondary language, as well as a lesson plan for instruction in the four strands. Missing evidence for the benefit to educators and communities, formal and informal contexts to practice speaking purposefully, instruction evidence, contributions of students’ cultures into target’s culture, and how language and culture are intrinsically tied.

Sources of Evidence

- Lesson Plan
- Portfolio
- Candidate portfolios

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

- 2(a) The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.
- 2(b) The teacher understands that cultural knowledge is essential for the development of second language acquisition.
- 2(c) The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.
- 2(d) The teacher knows the methodologies and theories specific to second language acquisition.
- 2(e) The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

<i>Standard 2 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>	X		

2.1 Analysis – Evidence received showed acceptable levels of Spanish language in the four domains for the candidate along with a course syllabus explaining language acquisition. Missing were evidence pieces for teacher performance in the areas of using target language in the four domains, cultural knowledge, situations where lower-risk for language practice, and evidence for benefits of learning a second-language.

Sources of Evidence

- Portfolios
- EDU 512 Linguistics Course Description
- College faculty interview

Performance

- 2(f) The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.
- 2(g) The teacher integrates cultural knowledge into language instruction.
- 2(h) The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.
- 2(i) The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students’ understanding and fluency.
- 2(j) The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

<i>Standard 2 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>	X		

2.2 Analysis – Evidence which showed language building on strengths was acceptable, but missing were instructional strategies, fluency skills/practice, and collegiate/graduation requirements.

Sources of Evidence

- Lesson Plan
- Candidate Lesson Reflection

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

- 3(a) 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.
- 3(b) The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

<i>Standard 3 Modifying Instruction for Individual Needs</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>		X	

3.1 Analysis – A telephone interview with an instructor provided evidence for understanding how students' learning/lifestyles affect language acquisition, candidates' portfolios showed evidence of perception and roles played in culture.

Sources of Evidence

- Candidate Portfolios
- EDU 501 Teaching in A Diverse Society course description
- Instructor Interview

Performance

- 3(c) The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.
- 3(d) The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

<i>Standard 3 Modifying Instruction for Individual Needs</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>	X		

3.2 Analysis – Evidence was provided by a syllabus, but missing were differentiated instructional pieces to meet students' needs.

Sources of Evidence

- EDU 505 ESL & Bilingual Methods course description

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

- 4(a) The teacher understands that world languages methodologies continues to change in response to emerging research.
- 4(b) The teacher understands instructional practices that balances content-focused and form-focused learning.
- 4(c) The teacher knows instructional strategies that foster higher-level thinking skills such as critical-thinking and problem solving.

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>	X		

4.1 Analysis – No evidence provided.

Sources of Evidence

- No evidence provided.

Performance

- 4(d) The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.
- 4(e) 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.
- 4(f) The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>	X		

4.2 Analysis – No evidence provided.

Sources of Evidence

- No evidence provided.

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

- 5(a) The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.
- 5(b) 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.

<i>Standard 5 Classroom Motivation and Management Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>	X		

5.1 Analysis – Little or no evidence was provided to indicate that teacher candidates know classroom motivation and management skills.

Sources of Evidence

- Lesson plan

Performance

- 5(c) The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

<i>Standard 5 Classroom Motivation and Management Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>	X		

5.2 Analysis – The EPP provided no evidence that teacher candidates are able to implement classroom motivation and management techniques.

Sources of Evidence

- No evidence provided.

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

6(a) The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.1 Knowledge</i>	X		

6.1 Analysis – Little or no evidence was provided to indicate that teacher candidates have the communication skills necessary to meet indicator 6(a)

Sources of Evidence

- Required course syllabi

Performance

6(b) 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.

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>	X		

6.2 Analysis – The EPP provided no evidence that teacher candidates could perform the communication skills necessary to meet indicator 6(b)

Sources of Evidence

- No evidence provided.

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

Knowledge

- 7(a) The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
- 7(b) 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.
- 7(c) 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.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>	X		

7.1 Analysis – The EPP provided no evidence that teacher candidates could meet Instructional Planning Skills standard 7.

Sources of Evidence

- No evidence provided.

Performance

- 7(d) The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
- 7(e) 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.
- 7(f) The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>	X		

7.2 Analysis – The EPP provided no evidence that teacher candidates could meet Instructional Planning Skills performance indicators.

Sources of Evidence

- No evidence provided.

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

- 8(a) The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.
- 8(b) The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.
- 8(c) The teacher understands the importance of assessing the content and the form of communication.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>	X		

8.1 Analysis – The EPP provided no evidence that teacher candidates were able to gain knowledge necessary to meet indicators under standard 8: Assessment of Student Learning.

Sources of Evidence

- No evidence provided.

Performance

- 8(d) The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.
- 8(e) The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.
- 8(f) 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.
- 8(g) The teacher appropriately assesses for both the content and form of communication.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>	X		

8.2 Analysis – The EPP provided no evidence that teacher candidates can meet performance standards for standard 8: Assessment of Student Learning

Sources of Evidence

- No evidence provided.

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

- 10(a) The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

- 10(b) The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.
- 10(c) 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.
- 10(d) The teacher understands the effects of second language study on first language.

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.1 Knowledge</i>	X		

10.1 Analysis – The EPP provided no evidence that teacher candidates are afforded the opportunity to gain knowledge for standard 10: Partnership.

Sources of Evidence

- No evidence provided.

Performance

- 10(e) 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.
- 10(f) The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.
- 10(g) The teacher encourages students to participate in community experiences related to the target culture.
- 10(h) 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.

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>	X		

10.2 Analysis – The EPP provided no evidence that teacher candidates have the ability to perform the indicators for standard 10.

Sources of Evidence

- No evidence provided.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	9	8	1	0
Performance	9	8	1	0

Areas for Improvement

- The World Languages preparation program needs to find ways to meet the missing standards for teacher candidates.

Recommended Action on World Languages

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

The EPP accepts the findings of this review and will no longer seek to license candidates to teach World Languages.

**Idaho State Department of Education
Council for the Accreditation of Educator Preparation (CAEP)
State Team**

Site Visit Report

College of Idaho
Department of Education
April 14-17, 2018

CAEP Team Members:

Amy Cox
Dr. Dana Johnson
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Dr. Heather Van Mullem

State Consultants:
Lisa Colon-Durham
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Standard 1. CONTENT AND PEDAGOGICAL KNOWLEDGE

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
EPP needs to provide evidence of completed portfolio rubrics, tracking checkpoints, professional disposition forms, Danielson Frameworks, I-PLPs, as well as feedback from cooperating teachers, supervisors and participating principals.	The task was partially verified. EPP provided inconsistent evidence of completed rubrics tracking checkpoints, professional disposition forms, Danielson Frameworks, and IPLPs. It is unknown how the institution uses this data to inform or drive instructional tasks. The EPP provided interviews with content faculty that clarified content information. Interviews with supervisors and principals were provided as well.
Interviews with participating principals, candidates, completers and supervising teachers are needed to clarify what is done when a candidate is not meeting standards	The task was verified. The EPP provided multiple interviews with candidates, completers, and supervising teachers. The EPP clarified that candidates not meeting standards are dealt with on an individual basis and that a system is in place to counsel students out of the program. However, this process is informal and done on a case-by-case basis. The evidence provided revealed that there is no formal system in place to support candidates.
Access to completed portfolios is needed.	The task was verified. EPP provided many completed portfolios and a narrative as to how portfolios are scored. However, portfolio content and information are not standardized, therefore it is unknown how portfolios are used to drive institutional instruction.

2. Summary regarding completeness and accuracy of evidence related to Standard 1:

a. Summary of findings

The EPP provides evidence to show that their curriculum content is performance based with assessments that reference the 10 InTASC standards. However, the evidence provided does not

demonstrate practical application of the standards into teacher preparation. There is a detailed narrative for each standard and supporting evidence for multiple assessments, both State based and EPP created. The base content and pedagogical knowledge is well supported through the multiple syllabi provided, however, it is unknown how the content and knowledge are being tracked over time. The EPP also provides detailed digital portfolios for multiple years of candidates, however, the content of each portfolio varies greatly and there seems to be no system in place for evaluating portfolios. The EPP is based on a Liberal Arts philosophy that has been modified over the years. EPP has created a PEAK (Professional, Ethical, Articulate, and Knowledgeable) curriculum that meets the ideals of the Liberal Arts philosophy and beyond.

Component 1.1

The EPP provided four pieces of evidence: a professional responsibility rubric, a Danielson rubric, a classroom observation form, and a formative midterm assessment. Overall, the EPP-created assessments were evaluated below the minimal level of sufficiency. While evidence was provided during the on-site visit, disaggregated data by specialty licensure area were not applied within a quality assurance system to inform continuous improvement. That is, some data were disaggregated during the visit, but no additional evidence was provided to explain how the data are used. Incomplete data/evidence was presented. As a result, there was inconsistent alignment with indicators on assessments. Additionally, the EPP provides no indicators/measures specific to the application of knowledge.

Component 1.2

The portfolio and dispositions EPP-created assessments were evaluated using the “CAEP evaluation framework for EPP-created assessments.” Neither assessment met levels of sufficiency for use as an evidence item. EPP assessment of planning, implementing, and evaluating learning experiences was conducted informally and was not research-based. There was no documentation provided on candidates’ use of data to reflect on teaching effectiveness or to assess student progress.

Component 1.3

The portfolio and dispositions EPP-created assessments were evaluated using the “CAEP evaluation framework for EPP-created assessments.” Neither assessment met levels of sufficiency for use as an evidence item. The other EPP-created assessments were not reviewed on the evaluation framework because there was not enough evidence provided by the EPP. No or only partial external evidence that candidates apply content and pedagogical knowledge at specialty licensure area levels (SPA or state reports, disaggregated specialty licensure area data, NBCT actions, etc.) were provided. Answers to specific specialty licensure area questions were

incomplete and provided no analysis of data. The EPP provided faculty interviews in the content areas. Faculty were able to confirm candidate knowledge within the content; however, content faculty could not speak to specific education practices.

Component 1.4

When addressing component **1.4** of Standard One EPP-created assessments are evaluated below the minimal level of sufficiency because of the following: Only one or two indicators specific to evaluating proficiencies for college- and career- readiness are provided. Only one or two indicators of candidates' ability to demonstrate differentiation of instruction for diverse learners. Only one or two indicators of candidates' ability to have students apply knowledge to solve problems and think critically. Only one or two indicators of candidate's ability to include cross discipline learning experiences and to teach for transfer of skills. Only one or two indicators of candidate's ability to design and implement learning experiences that require collaboration and communication skills. Although the EPP provided evidence in the form of candidate interviews, completer interviews, faculty interviews, course narratives and student files/ portfolios it is unclear how the EPP uses this evidence to make unit changes.

Component 1.5

When addressing component **1.5** of Standard One EPP-created assessments are evaluated below the minimal level of sufficiency. No or only partial evidence specific to technology standards (e.g., ISTE) in coursework and/or clinical experience. No or only partial evidence specific to demonstrated proficiencies in the use of technology. No or only partial evidence provided on candidates' ability to design and facilitate digital learning. No or partial evidence provided on candidates' ability to track and share student performance data digitally. Although the EPP provided evidence in the form of candidate interviews, completer interviews, faculty interviews, and student files/ portfolios it is unclear how the ISTE standards are taught to and used by candidates.

a. Analysis of Program-Level Data

EPP provided undergraduate benchmark data with Praxis scores that were disaggregated by student. CAEP requires disaggregation by specialty licensure area. Evidence did not provide 3 cycles of data. Evidence was provided but not analyzed including identification of trends, patterns, interpretations and programmatic conclusions.

b. Evidence that is consistent with meeting the standard

EPP provided evidence through interviews with faculty, candidates, completers and cooperating supervisors and teachers that shows a strong connection of informal communication. EPP provided narratives for each EPP created assessment.

c. Evidence that is inconsistent with meeting the standard

Standard 1 requires that all data be disaggregated by specialty licensure area. EPP provided minimal data that was not disaggregated by licensure area and was not analyzed for use.

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Area for Improvement	Rationale
Address all four of the InTASC categories to demonstrate candidates understanding of them.	The EPP did not provide sufficient evidence that candidates have a comprehensive understanding of the 10 InTASC standards, nor analysis of it.
Candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.	EPP provided I-PLPs that did not support candidate measure of their P-12 students' progress.
Address the use of multiple indicators and data collection to inform P-12 students in college and career readiness	EPP provided interviews with faculty, candidates and completers. EPP did not provide multiple indicators/measures specific to evaluating proficiencies for candidates to show knowledge in differentiation, critical thinking, transfer of skills and collaboration to meet the minimum sufficiency requirements.
Create an assessment measurement to ensure that candidates model and apply technology standards.	EPP provided interviews with faculty, candidates and completers. EPP did not provide adequate evidence to meet the minimum sufficiency requirements to demonstrate candidate knowledge and ability to apply technology standards to improve and enrich P-12 student learning and professional practice.

Standard 2. CLINICAL PARTNERSHIPS AND PRACTICE

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
<p>Credentials of each EPP-based clinical educator and school-based clinical educator.</p>	<p>The task was partially verified.</p> <p>An incomplete list of EPP-educator credentials was provided. EPP-based and school-based clinical educators express they communicate often. However, not all EPP faculty supervisors have completed the state required Teachscape Proficiency Exam. A list of school-based clinical educator credentials was provided for the 2017-2018 academic year.</p>
<p>Completed partnership agreements for all site placements and copies provided for review.</p>	<p>The task was not verified.</p> <p>No completed documents were provided for review.</p>
<p>Evaluation data of EPP-based clinical educators and school-based clinical educators and the influence of this data on trainings.</p>	<p>The task was partially verified.</p> <p>Two cycles of evaluation data (not subsequent) of EPP-based clinical educators by candidates was provided. Analysis and narrative describing how the results were used to influence program improvement were not provided. No evidence was provided that school-based clinical educators are evaluated.</p>
<p>Relevant and pertinent training for clinical educators.</p>	<p>The task was not verified.</p> <p>The EPP identified in the document received in the onsite visit titled, "Clinical Supervisor Training," that "there is no formal process for training clinical supervisors at this time."</p>
<p>Information from Advisory Committee used to influence program improvement.</p>	<p>The task was partially verified.</p> <p>During an interview, the EPP faculty identified that one program change was made as a result of feedback from the Advisory Committee.</p>
<p>How candidate areas of concern as evident in course performance (or other measures) factor into internship site placement.</p>	<p>The task was partially verified.</p>

	<p>Interviews with EPP faculty provided a description of how program faculty communicate informally to discuss candidate performance concerns. Conversations with school-based clinical faculty addressing candidate concerns occur with EPP faculty. Candidate experiences are changed, as needed, based upon informal communication. No formal, systematic process exists to measure and monitor candidate performance across programs or to use that data to inform program design and delivery.</p>
<p>Incorporation of the Danielson Framework into the observation process.</p>	<p>This task was verified.</p> <p>The observation instrument and the IPLP are aligned to the Danielson Framework.</p>
<p>Candidate placement data available by candidate and by program.</p>	<p>The task was partially verified.</p> <p>Placement data was provided for the internship experience, but not for field experiences prior to the internship experience.</p>
<p>Copies of candidate assessment documents.</p>	<p>The task was verified.</p> <p>Copies of candidate assessment documents specific to lesson observations were provided.</p>
<p>Measurement of candidate impact on student learning, analysis and use of data to impact candidate preparation, and examples of candidate work.</p>	<p>The task was partially verified.</p> <p>Inconsistent examples of candidate impact on student learning were provided in candidate work in individual candidate portfolios. Data is not analyzed or used to impact the preparation program.</p>
<p>Diversity of settings for placement sites by candidate.</p>	<p>The task was partially verified.</p> <p>A list of placements with data specific to student body demographics was provided for student teaching internships by candidate, but not for field experiences prior to the internship experience.</p>

2. Summary regarding completeness and accuracy of evidence related to Standard 2:

b. Summary of findings

Component 2.1

The SSR indicated that the EPP utilizes a Teacher Education Advisory Committee to seek feedback from stakeholders for program assessment and improvement. Interviews with the EPP faculty indicate that the committee meets infrequently, with the last meeting being two years ago. During an interview, EPP faculty indicated one program change based upon committee feedback. As a result of the minimal data provided by the EPP (identified above), the frequency, influence, or impact the committee had on program design and/or improvement appears to be little.

Interviews with EPP faculty indicate that evidence regarding candidate performance is gathered from stakeholders primarily through informal conversations between EPP faculty and cooperating teachers. Performance feedback is provided to candidates during field experience opportunities, and most specifically, their 5th year student teaching experience through lesson observations by both school-based clinical educators and college clinical educators. Candidates, school-based clinical faculty, and EPP faculty report frequent informal feedback based on observations to be a strength of the program. However, the EPP does not have a formal assessment system to track this feedback and use data to make data-driven decisions regarding program design and delivery.

Evidence provided regarding field experience site placements indicate that the process is one-dimensional. That is, the EPP indicated that P-12 administrators largely determine where candidates are placed in 5th year internship and only utilize assessment materials which are used by the school district. Additionally, the EPP indicated that earlier field experience documents are provided to P-12 stakeholders by the EPP. While interviews with college faculty and school-based clinical educators consistently report a program strength is strong communication between one another regarding candidate performance and decisions to help individual candidate growth, no evidence was provided to document a formal shared responsibility model between the EPP and P-12 stakeholders in the following areas:

1. Co-construction of instruments and evaluations
2. Co-construction of criteria for selection of mentor teachers
3. Input into curriculum development

Component 2.2

No evidence was provided to show that EPP and P-12 clinical educators and/or administrators co-construct criteria for selection of clinical educators or make co-selections. While the SSR indicates that the EPP's Placement Coordinator may request cooperating teachers for experiential learning opportunities, the SSR also indicates that largely this decision is left to the building principal. The EPP indicated that it followed State of Idaho Coalition for Educator Preparation (ICEP) guidelines to identify and select college clinical faculty. However, no evidence was provided during the onsite visit to confirm this. A list of cooperating teachers, for one academic year, was provided, and indicated that most selection requirements were met for each selected

individual. However, evidence that selected cooperating teachers were "...co-selected, prepared, evaluated, and retained" and "...receives positive candidate and EPP supervisor evaluations" was not provided.

During the internship experience, candidates are evaluated by cooperating teachers using district approved evaluations. Candidates shared during interviews that they receive frequent feedback from their cooperating teacher both formally and informally to help improve performance and noted this practice as a program strength. During interviews, EPP supervisors articulated that they regularly communicate informally with candidates and cooperating teachers regarding individual candidate improvement. However, how these candidate evaluations are used to inform EPP program evaluation strategies, assessments, and program improvement were not provided.

EPP faculty indicated during interviews that often individual candidate feedback regarding candidate performance in coursework and/or in field experiences was provided informally during advising sessions. Three examples in the SSR provided evidence of correspondence describing intervention and remediation and one example in the SSR provided evidence of correspondence describing an unsuccessful intervention which led to "placement termination." No data was provided to document how attributes are linked to student outcomes and candidate performance.

EPP clinical educators are evaluated by candidates only. Two, non-subsequent cycles of evaluation data were provided for review. A description of how these data are used to inform program effectiveness and improvement was not provided. EPP faculty indicated in an interview that candidate feedback was inconsistently provided but this information influenced EPP faculty members annual evaluations and was addressed through EPP faculty self-reflection. School-based clinical educators are not evaluated. Professional development opportunities, either face-to-face or online, were not identified. The SSR also did not identify evidence of a shared responsibility model between EPP clinical faculty members and school-based personnel.

Component 2.3

The EPP has structured, sequential, and progressive experiential learning opportunities in multiple settings tied to coursework (EDU 202, EDU 304, EDU 305, ED 441) for each candidate as he/she progresses through his/her program, concluding with a year-long internship. During the field experiences preceding the internship, candidates are provided with frequent informal feedback from both cooperating teachers and EPP faculty supervisors. Candidates report in interviews that this frequent feedback is beneficial to their growth as pre-service teachers. EPP faculty shared expectations that candidate performance is expected to increase as they progress through the program and if growth is not evident, EPP faculty will meet individually with candidates to discuss improvement goals. EPP faculty shared during an interview this feedback is provided informally and that data is not analyzed across programs to determine if trends exist in candidate performance. As a result, such data is not formally used to inform program design or delivery.

While cooperating teachers complete evaluation forms during the student teaching internship experience, these results are not aggregated within a unit level data system. Additionally, the EPP faculty shared in an interview that they do not analyze the results or use this data in

aggregate form to inform program design or delivery. EPP-clinical faculty also provide informal and formal evaluation of candidate lesson delivery during the internship. However, these results are not aggregated nor are the data used to inform program design and delivery. EPP faculty indicate that decisions are made on a candidate-by-candidate basis.

The SSR indicates that classroom placements provide an opportunity to engage with a diverse student body. The EPP provided statistics for candidate placements in the 5th year internship indicating most candidates are placed in diverse settings. However, not all placement sites had statistics available for review. Similar documentation was not provided for candidate placement in preceding field experiences. No evidence was provided that candidates have the ability to teach college and career ready standards.

Inconsistent evidence of candidate work was presented in candidate portfolios that candidates use data to guide instructional decision-making, that candidates use technology to track student progress and growth, that candidates and students use technology to enhance learning, or that candidates have a positive impact on P-12 student learning. A classroom observation of an elementary education candidate provided evidence of integration of technology into teaching and learning. Additionally, candidates articulated during interviews examples of how they used data to guide instructional decision making during field experiences in EDU 304, ED 305, ED 441, and the 5th-year internship. However, EPP faculty shared during an interview that they do not have a formal mechanism to evaluate candidate understanding or performance of the integration or use of technology or diversity in their teaching experiences or how candidates have purposefully used formative and summative assessments to measure impact on student learning.

c. Analysis of Program-Level Data

CAEP requires disaggregation by specialty licensure area. Evidence did not provide three cycles of data. Evidence was provided but not analyzed including identification of trends, patterns, interpretations, and programmatic conclusions.

d. Evidence that is consistent with meeting the standard:

1. Department handbook
2. Blank articulation agreement
3. Assessment schedule
4. Internship handbook
5. Demographics by placement site by candidate
6. Candidate, school-based faculty, EPP-based faculty interviews

e. Evidence that is inconsistent with meeting the standard:

1. List of placement sites
2. Evaluation data of EPP-faculty by candidates
3. Lead teacher selection criteria document

3. Recommendations for new areas for improvement and/or stipulations, including a rationale for each:

Area for Improvement:

Area for Improvement	Rationale
A comprehensive plan is needed for training, both online and face-to-face, of clinical educators.	Currently, no plan appears to exist.

Stipulation:

Stipulation	Rationale
A comprehensive plan is needed to collect, analyze, and utilize meaningful candidate performance data in clinical experiences across programs to ensure data-driven decisions are made regarding program design and delivery.	Currently, decisions appear to be made based primarily on informal feedback and on a candidate-by-candidate basis.

Standard 3. CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
Results of candidate demographic data is monitored and used in planning and modification of recruitment strategies.	This task was partially verified. Candidate demographic data was provided. Evidence of data being used in planning and modification of recruitment strategies was not verified.
Candidates understanding of all sections of the Code of Ethics from EDU 597 course	This task was not verified. Syllabus was provided for EDU 597 and EDU 301 indicating teaching of Code of Ethics and SPED Law. Data indicating candidate understanding and application was not verified.
Process for determining candidate positive impact on P-12 student learning.	This task was not verified. Evidence of candidate reflection of P-12 student learning was made available in student portfolio. Since the portfolio is not

	standardized and artifacts are self-selected, the process of determining candidate positive impact not verified.
Disaggregated data on admitted and enrolled candidate performance on ACT exam rather than ACT composite distribution for new students enrolled in The College of Idaho.	This task was partially verified. Data provided on candidate ACT and SAT scores were made available. Evidence of data meeting CAEP guidelines was not verified.
Establishment of reliability and validity of the dispositional rubric used to assess candidate progression	This task was not verified. Evidence of sufficiency requirements per the EPP-created assessment framework was not verified.
Technology integration in program and evidence of how candidates use technology to impact P-12 student learning	This task was partially verified. Candidate digital portfolios were provided indicating candidate knowledge of technology, but integration of candidate technology to impact P-12 learning was not provided.
Process for measuring candidate growth and progress	This task was partially verified. Candidate portfolios were provided however EPP formal use of portfolios to use data to shape the program was not verified.

2. Summary regarding completeness and accuracy of evidence related to Standard 3:

a. Summary of findings

Component 3.1

As outlined in the narrative, the EPP’s strong commitment to the role of diversity in education is articulated for teacher candidates throughout their curriculum. The EPP recognized the teacher shortage in STEM areas and has worked with math and science departments to reach out more through collaborative efforts together including an annual camp for middle school students. EPP candidate data are disaggregated by race/ethnicity and gender. However, the provider does not present plans and goals for five years to recruit and support completion of candidates from a broad range of backgrounds and diverse populations moving towards greater workforce diversity. Evidence was not provided that demographic results were monitored and used in planning and modification of recruitment strategies. The EPP does not provide a plan of addressing employment opportunities, addressing hard-to-staff needs in STEM and ELL.

Component 3.2

As revealed in the narrative of SSR, the EPP requires a 2.75 GPA for entry into the teacher education program and 3.0 GPA by senior year. The EPP reports “over the past five years, the EPP has denied more candidates entry into the program than in any other time in its history. The EPP has also removed more candidates who do not make the 3.0 GPA cut by senior year.” Evidence of five years of cumulative GPA before Internship year was provided. In addition, CAEP requires the group average performance on nationally normed assessments ability/achievement assessments such as ACT, SAT or GRE is in the top 50 percent from 2016 – 2107. SAT and ACT scores were provided for most candidates. Three cycles of data evidence were not analyzed and disaggregated for enrolled candidates by specialty licensure area.

Component 3.3

With regards to dispositions, the EPP requires candidates to have dispositions evaluated by faculty members, field experience supervisors, and lead teachers using a common rubric. The dispositions are reviewed at admission to the program and at each check point. The rubric articulates the essential elements of each disposition. At admission to the program, the EPP faculty documents individual instances of struggling. These candidates are advised of the issues and mentored as they seek improvement. Although the EPP has established a plan to assess candidates’ dispositions at admissions and during the program, the data/evidence is not disaggregated by specialty licensure area nor was aggregate data provided. Three cycles of data/evidence were not presented and analyzed.

Component 3.4

In addressing the component of content knowledge, the EPP provides Praxis II Data and ICLA Exam Data to indicate that the candidates possess significant content knowledge in the fields where they teach. The tracking of candidates at check points requires a digitized portfolio which includes teaching and learning evidence, sample writing, and observation reports.

Component 3.5

The EPP is lacking in evidence that candidates can teach effectively and positively impact P-12 learning and development. There is limited data analysis and interpretation of the data to show how the candidates positively impacted P-12 student learning.

Component 3.6

In addressing the professional standards of practice and relevant laws and policies for beginning teachers, the EPP provides evidence of candidate strong professional ethics with a disposition

rubric. Although candidates are required to sign that they understand and have read The Code of Ethics, and the topic is addressed in EDU 597, there is limited evidence of candidate understanding of all sections of the Code of Ethics.

b. Analysis of Program-Level data

The EPP provided evidence through documents, graphs, and charts along with narrative explanations. Additional evidence was collected through interviews with faculty and candidates which indicate strong commitment to student personal growth and progress. Provided evidence did not include analysis of three cycles of data. EPP-created assessments scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric. All pieces of evidence lack significant analysis. There is limited or no evidence of internal consideration of the data for continuous improvement purposes by the EPP.

c. Evidence that is consistent with partially meeting the standard:

1. Demographics were provided of candidates including GPA and ACT/SAT scores, however, evidence was not provided that the EPP ensures that the group average performance on nationally normed ability/achievement assessments such as ACT or SAT is in the top 50 percent from 2016-2017.
2. Tracking of Check points, Acceptance, and Denial Letters indicate desire for high admission standards for candidates and that those candidates possess the required academic achievement and ability. However, no formal documentation was provided.
3. Tracking of Check points, Candidate case studies: E, A, T, L and the disposition rubric reveal that the EPP establishes criteria to assess attributes and dispositions beyond academic ability.
4. Praxis II Data, evaluations, digitized portfolio and observation reports indicate candidates are developing content, pedagogical content knowledge, and knowledge of technology.
5. Course syllabi confirm teaching of Code of Ethics and Law.

d. Evidence that is inconsistent with meeting the standard

1. Digitized portfolio, observation reports from the college supervisor and the lead teacher, and recommendation paperwork does not provide sufficient data analysis regarding proof of candidates' pedagogical skills and progress from admission to completion.
2. The digitized portfolio does not show that candidates can effectively teach and positively impact P-12 student learning.

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Area for Improvement	Rationale
EPP recruiting strategies toward goal of greater candidate diversity.	Evidence of a formal plan to recruit high-quality candidates from a broad range of backgrounds and diverse populations was not available.
Candidate application of codes of ethics and professional standards of practice.	The EPP provided limited evidence that all candidates demonstrate an understanding of the code of ethics, professional standards of practice, and knowledge of relevant laws and policies.

Stipulation:

Stipulation	Rationale
The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical skills, and the integration of technology into all of these domains.	There is insufficient evidence that the EPP has a formal process for tracking candidate progressions along with alignment with evidence of actions taken in changes in curriculum/clinical experiences. Evidence of monitoring candidates' performance advancement from admissions through completion is not available.

Standard 4. PROGRAM IMPACT

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
<i>Standard 4 Task 1: Verify EPP does not have more representative completer data on student-learning growth.</i>	ISAT Data: The task was verified, and determined to be insufficient evidence of EPP completer impact on student learning growth.
a. Evidence in need of verification or corroboration	Interviews with completers: Task was verified.
1. ISAT Data	
b. Excerpt from SSR to be clarified or confirmed (4.1)	Interviews with principals: Task was verified.

<p>1. “While these show aggregate data snapshots, they are the best available quantitative illustration of student learning in two schools in which a number of our completers serve.”</p> <p>c. Questions for EPP concerning additional evidence, data, and/or interviews, including follow up on response to 1.c.</p> <ol style="list-style-type: none"> 1. Interviews with completers 2. Interviews with principals 	
<p><i>Standard 4 Task 2: Verify EPP does not have completer data on teaching effectiveness.</i></p> <p>a. Evidence in need of verification or corroboration</p> <ol style="list-style-type: none"> 1. Final Evaluations <p>b. Excerpt from SSR to be clarified or confirmed (4.2)</p> <ol style="list-style-type: none"> 1. “Any indicators of completers’ effectiveness must span the student-teaching experience...” <p>c. Questions for EPP concerning additional evidence, data, and/or interviews, including follow up on response to 1.c.</p> <ol style="list-style-type: none"> 1. Is the data in Final Evaluations from candidates in student-teaching? 2. Interviews with completers 	<p>Final Evaluations: Task was verified to be from candidates in the clinical year. Evidence is required to be from program completers for Standard 4.</p> <p>Is the data in Final Evaluations from candidates in student-teaching?: Task was verified to be from candidates in the clinical year. Evidence is required to be from program completers for Standard 4.</p> <p>Interviews with completers: Task was verified to be from candidates in the clinical year. Evidence is required to be from program completers for Standard 4.</p>
<p><i>Standard 4 Task 3: Verify the number of EPP completers in each year, beginning in 2006</i></p> <p>a. Evidence in need of verification or corroboration</p> <ol style="list-style-type: none"> 1. October 2016 Alumni Survey <p>b. Excerpt from SSR to be clarified or confirmed (4.4)</p> <ol style="list-style-type: none"> 1. “In October of 2016 the EPP sent a survey...to completers of our program in 	<p>October 2016 Alumni Survey: Task was verified, and determined to be insufficient based on lack of analysis of representation of sample, and lack of disaggregation of data by year and licensure area, and inconsistent reporting of numbers of surveys deployed and population sampled.</p> <p>How many completers has the EPP had in the last 10 years? Please break that down by year</p>

<p>the last ten years.... Our sample included 29 respondents of 54 completers on the distribution list.”</p> <p>c. Questions for EPP concerning additional evidence, data, and/or interviews, including follow up on response to 1.c.</p> <ol style="list-style-type: none"> 1. How many completers has the EPP had in the last 10 years? Please break that down by year and program. 2. What was asked on questions 1-17, and question 63 on the Completer Survey? 3. Interviews with completers 	<p>and program.: Task was not verified because request was not fulfilled.</p> <p>What was asked on questions 1-17, and question 63 on the Alumni Survey?: Task was verified in the EPP Addendum, but EPP did not disaggregate and analyze Alumni Survey data by year and licensure area.</p> <p>Interviews with completers: Task was verified.</p>
<p><i>Standard 4 Task 4: Provide analysis of evidence demonstrating satisfaction of completers</i></p> <p>a. Evidence in need of verification or corroboration</p> <ol style="list-style-type: none"> 1. October 2016 Alumni Survey <p>b. Excerpt from SSR to be clarified or confirmed (4.4)</p> <ol style="list-style-type: none"> 1. “We...added others [questions]...to align with the InTASC and CAEP standards that have replaced the Idaho Core Teaching Standards...” 2. “Regardless, completers’ satisfaction with our program is evident regardless of which curriculum was in place when they graduated.” <p>c. Questions for EPP concerning additional evidence, data, and/or interviews, including follow up on response to 1.c).</p> <ol style="list-style-type: none"> 1. Alumni Survey; please provide the following additional data: <ol style="list-style-type: none"> a. Alignment of survey questions to InTASC and CAEP standards b. Analysis of quantitative data 	<ol style="list-style-type: none"> 1. October 2016 Alumni Survey <ol style="list-style-type: none"> a. Alignment of survey questions to InTASC and CAEP standards Task was not verified. Request was not fulfilled. b. Analysis of quantitative data Task was not verified. Request was partially fulfilled. c. Analysis of qualitative data Task was not verified. Request was partially fulfilled. 2. Interviews with completers Task was verified.

c. Analysis of qualitative data 2. Interviews with completers	
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2. Summary regarding completeness and accuracy of evidence related to Standard 4:

a. Summary of findings

The program impact of an EPP is determined by examining the effectiveness of EPP completers on P-12 student learning and development, classroom instruction by EPP completers, and the satisfaction in preparation by EPP completers and their employers. General rules for Standard 4 include the submission of at least three cycles of data, analysis of the data, and all components of Standard 4 are required to be met for the standard to be met.

The first requirement of standard 4 is that the EPP is able to document, using multiple measures, that the completers of the EPP programs are effective in contributing to an expected level of student-learning growth. If available, the EPP shall submit state-provided impact data from completers at the in-service level. If state-provided impact data is not available, the EPP is required to provide data utilizing a research-based methodology from a representative sample of in-service teachers. The EPP should provide an explanation and description of the representativeness of the data, as well as the context and description of the source of the data. As evidence for the effectiveness of completers, the EPP initially supplied two years of ISAT scores from two schools in which EPP completers teach. The submitted data represented two years of aggregated school-wide data, in which EPP completer data was not disaggregated. The representativeness of the data in regards to EPP completers was described as “two schools in which a number of our completers serve,” and no analysis of the data was provided (4.1). Within the EPP Addendum Report additional evidence was provided from four individuals who participated in the EPP. One of the four additional pieces of evidence met CAEP evidence sufficiency requirements as being a research-based piece of evidence. However, the focus of standard four is on EPP completers. The terms “candidate” and “completer” were used interchangeably by the EPP even though CAEP makes a distinction between these two roles. The research was completed by a candidate in the program as part of the MAT within the EPP, not as a completer of the program. Additionally, one piece of evidence is not representative of all EPP programs, and is not sufficient to support the conclusion of effectiveness of completers to contribute to an expected level of student-learning growth. The EPP referenced other data sources such as the Survey of Program Alumni, Professional Teaching Portfolio, and Formal Teacher Evaluations, which are not direct measures of P-12 student learning according to the CAEP Evidence Sufficiency Criteria.

Effectiveness of EPP completers to demonstrate professional knowledge, skills, and dispositions for which they were prepared are assessed through structured and validated classroom

observation instruments of in-service teachers and/or through P-12 student surveys, according to CAEP Standard 4.2. The EPP initially stated the interns in this unit are completers based on the graduate nature of the programs in the EPP. Data submitted for this component included the Final Evaluation of interns on the Danielson Framework for Effective Teaching. However, the data supplied was the final assessment of initial candidates at the end of the student-teaching clinical experience, not observations of in-service completers of the EPP. CAEP also allows the use of student surveys to demonstrate teacher effectiveness in the application of professional knowledge, skills, and dispositions, however, no student survey data was submitted by the EPP as evidence of teacher effectiveness by program completers. In the Addendum Report, the EPP referred to the completer survey results as evidence for component 4.2, however, that data is more appropriately addressed in component 4.4, which examines EPP completer perception in the relevant and effective preparation received in the preparation program. In the Addendum Report, the EPP submitted teacher evaluations for five completers, including two elementary and three secondary areas (science, ELA, and social studies) representing half of the secondary content areas for which the EPP placed interns in the last three years. Subject areas missing in the supplied observation evaluations include PE, math, and music. The observation evaluations submitted by the EPP demonstrated overall proficiency of five completers. However, the EPP analysis of the observation data focused on individual completer success, and did not contain analysis of the data to foster continuous improvement in the various educator preparation programs. Context and specific types of validity were not addressed in the analysis of results.

Establishing employer satisfaction of EPP completers was presented by the EPP through the submission of five letters of reference from local elementary and secondary principals. The EPP stated, "Though we do not have ready access to "valid and reliable" promotion and retention data, we do have qualitative reports from local administrators who have hired our completers over the past several years. Thus, these artifacts demonstrate sustained satisfaction with our completers over multiple years." The letters were submitted to the EPP over a three-month time period in 2017, representing a single cycle of qualitative data. The submitted letters indicated these employers were satisfied with the EPP completers working in their schools. However, the EPP does not have an ongoing system for the analysis, evaluation, and interpretation of program strengths and areas for improvement based on employer satisfaction feedback. Because the letters were a single cycle of data that addressed EPP completers within the school as a whole, the EPP was not able to identify trends from the data, as required by CAEP Evidence Sufficiency guidelines. Representativeness of the sample was not addressed by the EPP (4.3).

In reference to completer satisfaction, the EPP stated, "In October of 2016 the EPP sent a survey via surveymonkey.com to completers of our program in the last ten years that posed a number of questions, both directly and indirectly, about their perceptions of their teaching competencies and performance and about the C of I education program... Our sample included 29 respondents of 54 completers on the distribution list." Quantitative and qualitative responses were submitted in

raw form, without disaggregated analysis by year and program, and there was inconsistency in the reported numbers and timespan of completers for alumni survey. The survey was a single deployment to a group of completers which spanned a 10-year period, as reported in the initial EPP Institutional Report (4.4). The EPP was asked in the Formative Feedback Report and Site Visit to submit evidence indicating the alignment of alumni survey questions to the InTASC and CAEP standards, as required for EPP-created assessments in the CAEP Evaluation Framework. However, requests for this data were not fulfilled. In the EPP Addendum it was reported the alumni survey was deployed to 75 completers for which email addresses were current. In department meeting notes from 10-28-2016 it was stated the survey was sent to 68 completers. Responses on the alumni survey support a positive perception from completers that the EPP effectively prepared them for the requirements of the job. However, the single cycle of data was not disaggregated by year and program, and the EPP was not able to use it as a data point in identifying trends across time and licensure areas. CAEP evidence sufficiency requirements include three cycles of data, a system of collecting data is in place, and the analysis and interpretation of the data aligned with the intent of the standard and component (4.4).

b. Analysis of Program-level data

c. Evidence that is consistent with meeting the standard

1. Formal Evaluations for Program Completers (partially meet requirements) (4.2)
 - H. B.
 - C. M.
 - M. P.
 - J. L.

d. Evidence that is inconsistent with meeting the standard

1. Langan email
2. ISAT data: CHS & Van Buren ES
3. Intern Final Evaluations
4. Completer placement rates
5. TEAC meeting minutes
6. Letters of reference from principals
7. Completer survey
8. IRI Data (K. R.)
9. Pre/Post Test Results (J. B.)
10. Effect Size (J. B.)
11. Thesis (H. B.)

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Area for Improvement	Rationale
None identified	

Stipulation:

Stipulation	Rationale
The EPP did not provide direct and multiple-measures of completers impact on P-12 student learning, as required in component 4.1*.	EPP submitted evidence is two years of aggregate ISAT data from two schools for math, ELA, and science. The evidence is insufficient based on the requirement in 4.1 for multiple, direct measures of student learning from a representative sample of completers.
The EPP did not provide an analysis of direct measures of completers' effective application of professional knowledge, skills, and /or dispositions in a majority of licensure areas, as required in component 4.2*.	The provided data are of pre-service candidate performance assessments, and are not measures of completer effectiveness. Several completer evaluations were provided on site, but were not disaggregate by licensure area, nor analyzed for program improvement.
The EPP does not have a system for the collection, analysis, evaluation, and interpretation of employer perceptions of completer preparation for job responsibilities, as required in component 4.3*.	The provided data were letters of support from four principals across a three-month timeframe, which is insufficient for analysis and interpretation of employer satisfaction with completers' preparation.
The EPP did not provide significant analysis of evidence or interpretation of results in satisfaction of completers in 4.4*.	1-cycle of completer survey data was submitted with no analysis related to satisfaction of completers by year or licensure area, representativeness of the sample, and insufficient validity and reliability of the evidence.

Standard 5. PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
<p>Documentation that the EPP uses evidence/data from a coherent set of multiple measures to inform operational effectiveness and all CAEP standards.</p>	<p>The task was not verified.</p> <p>In the response to the preliminary findings, the EPP proposed that a “clear, well-articulated plan to include how data are analyzed, documented, and used to inform the operational effectiveness be implemented,” suggesting that a coherent set of measures does not currently exist, nor did exist at the time the preliminary findings were received.</p> <p>During the interview with the unit, EPP faculty stated that they cannot document/provide evidence that decision-making is made within a quality assurance system.</p>
<p>Documentation that the quality assurance system disaggregates data by programs and other dimensions.</p>	<p>The task was partially verified.</p> <p>Selected evidence items were provided during the onsite visit to support this task. For example, there were four primary evidence items provided onsite that disaggregated data by programs: Praxis scores of candidates, Title II reports, portfolio scores, and dispositions scores. The review of teacher candidate applications within the meeting minutes documents provided in the SSR and onsite also disaggregated by program, but this disaggregation was applied inconsistently throughout meetings.</p> <p>The onsite visit did not verify that a quality assurance system is used by the EPP, nor that disaggregation of data is a standard practice used to inform programs.</p>

Task	Evidence was or was not verified
<p>Documentation that EPP-created assessments (except for surveys) have:</p> <ul style="list-style-type: none"> • Established content validity • Interrater reliability or agreement at .80 or 80% or above (except for surveys) 	<p>The task was not verified.</p> <p>During the interview with the unit, it was stated that the EPP cannot provide reliability and validity for any of the EPP-created assessments referenced as evidence items. After the interview, two EPP-created assessments were resubmitted with additional narrative evidence: the portfolio and the dispositions rubric. Neither of these assessments meet levels of sufficiency for Data Reliability and Data Validity on the “CAEP evaluation framework for EPP-created assessments”.</p>
<p>Documentation that evidence is cumulative (3 cycles or more).</p>	<p>The task was partially verified.</p> <p>There were some evidence items provided onsite (e.g., Praxis scores of candidates, Title II reports, portfolio scores, additional meeting notes) that included cumulative, sequential documentation of data.</p> <p>The onsite visit did not verify cumulative, sequential uses of evidence as standard practice within a quality assurance system. The onsite visit did not verify the use of a quality assurance system.</p>
<p>Documentation that interpretations of evidence are consistent, accurate and supported by data/evidence.</p>	<p>The task was partially verified.</p> <p>The EPP did provide examples of interpretations made informally and typically at the individual student level.</p> <p>The EPP did not provide formal documentation that data/evidence are interpreted consistently and accurately per CAEP general rules for evidence.</p>
<p>Specific examples that most (80% or more) change and program modifications are linked back to evidence/data.</p>	<p>The task was not verified.</p> <p>The onsite visit did not verify that a quality assurance system is used by the EPP. During the interview with the unit, it was stated the</p>

Task	Evidence was or was not verified
	EPP cannot document/provide evidence that decision-making is made within a quality assurance system because a system does not exist.
Evidence/data from Standards 1-4 are cited and applied.	<p>The task was not verified.</p> <p>In the response to the preliminary findings, “the EPP recognizes weakness in meeting CAEP 4 overall and weakness in CAEP 5 for articulating systematic and formal program quality assurance through quantitative formalized measures.”</p> <p>The onsite visit did not verify standards 1-4 are cited and applied within a quality assurance system. During the interview with the unit, it was stated the EPP cannot document/provide evidence that decision-making is made within a quality assurance system because a system does not exist.</p>
<p>Documentation that the EPP regularly and systematically does the following:</p> <ul style="list-style-type: none"> • Reviews quality assurance system data • Identifies patterns across preparation programs (both strengths and weaknesses) • Uses data/evidence for continuous improvement 	<p>The task was not verified.</p> <p>The onsite visit did not verify that a quality assurance system is used by the EPP.</p> <p>During the interview with the unit, it was stated the EPP cannot document/provide evidence that decision-making is made within a quality assurance system because a system does not exist.</p>
Evidence that the eight outcome and impact measures and their trends are posted on the EPP website.	<p>The task was not verified.</p> <p>No website link was provided in the EPP response nor during the onsite visit.</p>
Program changes and modifications are directly linked to evidence/data with specific examples.	<p>The task was not verified.</p> <p>The onsite visit did not verify that a quality assurance system is used by the EPP.</p>

Task	Evidence was or was not verified
	During the interview with the unit, it was stated that it cannot document/provide evidence that decision-making is made within a quality assurance system.
Examples of input from stakeholders and use of that input to inform changes for improvement.	<p>The task was partially verified.</p> <p>The EPP follow-up response from the preliminary findings report included a list and description of stakeholders. The response did not include evidence of formal mechanisms within a quality assurance system to incorporate stakeholder feedback.</p> <p>The onsite visit did verify that an informal system exists for cooperating teachers and administrators to provide feedback. Evidence of this informal system came from meeting minutes and interviews.</p> <p>The onsite visit did not verify that a quality assurance system is used by the EPP that formally incorporates stakeholder feedback. During the interview with the unit, it was stated that it cannot document/provide evidence that decision-making is made within a quality assurance system.</p>

2. Summary regarding completeness and accuracy of evidence related to Standard 2:

a. Summary of findings

Both within the SSR and during the onsite visit, the EPP provided evidence that it individualizes supports for candidates informally and with dedication. For example, during onsite interviews, EPP supervisors shared that they regularly communicate informally with candidates and cooperating teachers regarding individual candidate improvement. Interviews with candidates also supported this finding, as well as the expressed appreciation candidates have for EPP faculty. These informal exchanges of information demonstrate an EPP unit that is committed to individual candidate development and growth.

However, based on evidence provided by the EPP in the SSR, as well as what was provided from the follow-up requests during the onsite visit, CAEP standard 5 components are not supported by the unit. Per CAEP’s requirements and frameworks, the EPP did not provide sufficient evidence

that it maintains a quality assurance system comprised of multiple measures to support continuous improvement of programs and candidate preparation to positively impact P-12 student learning and development.

In the preliminary findings report, three Areas for Improvement (AFIs) were identified for standards 5.1 and 5.5, and three stipulations were identified for standards 5.2, *5.3 (*required component) and *5.4. The onsite visit confirmed these preliminary report findings for standard 5. However, due to lack of evidence provided during the onsite visit, one of the identified AFIs for 5.1 was changed to a stipulation.

Through the SSR and onsite review process, it was determined that the EPP does not meet standard 5. This determination was made based on two guidelines. First, both of the required components for the standard (5.3 and 5.4) were identified as stipulations. Second, the standard received more than one stipulation. For these reasons per CAEP guidelines, the standard is considered not met.

b. Analysis of Program-Level data

There were four primary evidence items provided onsite that disaggregated data by programs: Praxis scores of candidates, Title II reports, portfolio scores and dispositions scores. Because the majority of evidence items and analyses that were submitted were not disaggregated by program, this review will instead focus on the sections below regarding reviewed evidence items consistent and inconsistent with meeting the standard.

c. Evidence that is consistent with meeting the standard

The EPP has components of an assessment system designed to meet the department and institution's needs. The EPP submitted evidence of annual self-assessments reported to the Dean/Vice President of Academic Affairs which suggest the unit assesses performance against its goals and relevant standards per institutional requirements.

There were four evidence items provided onsite that disaggregated data by programs: Praxis scores of candidates, Title II reports, portfolio scores and dispositions scores. Analyses by the EPP were provided for the portfolio and disposition scores evidence items.

The meeting minutes evidence item also documents regular reviews of teacher candidate applications, and the use of informal data to inform conversations around candidate progress.

d. Evidence that is inconsistent with meeting the standard

1. Preliminary Findings

In the preliminary report submitted to the EPP before the onsite visit, missing or insufficient information related to standard 5 and its components were shared. Eleven tasks related to these missing data were specified (appearing in the first section of this standard's report), in addition to a holistic summary on the standard. Based on these tasks and holistic summary, three Areas for

Improvement (AFIs) were identified for standards 5.1 and 5.5, and three stipulations were identified for standards 5.2, *5.3 and *5.4.

In the holistic summary section of the preliminary findings, there were three central parts of standard 5 missing from the SSR:

- The evidence presented does not comprehensively represent three cycles of sequential, current data.
- The EPP does not provide evidence how multiple measures are comprehensively applied for all CAEP standards within the quality assurance system.
- The EPP does not provide evidence how CAEP's eight annual outcome and impact measures are monitored and used to inform programmatic decisions across the unit.

Also within the holistic summary of the preliminary report, two important sets of evidence were listed as insufficient with meeting standard 5 in the SSR. These areas of insufficiencies were identified in the preliminary report with the expectation to review additional evidence provided by the EPP during the onsite visit.

First, the findings from the preliminary report requested three cycles of candidate data for all referenced assessments in 5.2:

1. Education portfolio
2. Unit of instruction
3. Dispositions rubric
4. Digital professional portfolio
5. IPLP
6. Tracking process

Second, the preliminary report requested evidence that CAEP's eight outcome and impact measures are monitored and reported, along with analysis of trends, comparison with benchmarks, and data used to inform future directions.

In response to the preliminary findings, each AFI and stipulation were addressed explicitly by the EPP. The EPP did not explicitly respond to the holistic summary preliminary findings that the evidence presented in the SSR does not comprehensively represent three cycles of sequential, current data, nor that there is evidence how these data are applied and analyzed within a quality assurance system. These findings (i.e., three cycles of sequential data, and analyses of data within a quality assurance system) are considered common general rules for **all** CAEP standards, and of particular significance for standard 5.

2. Onsite Visit

During the onsite visit, multiple follow-up requests originating from the preliminary report were made. These ongoing requests for evidence to support standard 5 were made by the CAEP review team based on the EPPs response to both the preliminary report findings and during the onsite visit. That is, the follow-up requests were made during the onsite visit because the

responses provided by the EPP to the preliminary findings for standard 5 were inadequate in meeting CAEP evidence sufficiency requirements. Throughout the course of the onsite visit, these follow-up requests were made with the intent of providing the EPP with as many opportunities as possible to provide evidence supporting all CAEP standards.

Onsite Visit, Day One

After the first CAEP review team meeting (the night before the onsite visit), two specific requests were made for standard 5. The team chair submitted these two requests to the EPP the following morning during the first leadership team meeting on the first day of the onsite visit.

The first request asked that all EPP-created assessments referenced as evidence items for the unit include the following data:

- Three consecutive cycles of candidate performance for each evidence item
- Disaggregation by programs/licensure areas for each evidence item
- Explanation how these data are reviewed and used to support programs, candidates and continuous improvement
- Examples of scored rubrics/assessments representing different levels of candidate performance

The second request asked for documentation of acceptable levels of reliability and validity for all EPP-created assessments (i.e., aligned with sufficiency criteria from the “CAEP evaluation framework for EPP-created assessments”) that were referenced as evidence items.

Last, the standard 5 reviewer asked the team lead to clarify to the EPP that examples of blank assessments and documents are not considered cycles of data, nor sufficient standalone evidence items.

The EPP responded to these requests to the team chair during the meeting. During this meeting, the unit response to the request was that it is not currently systematically collecting these data, nor is the unit using data to inform programmatic decision making. EPP faculty did state that there might be some information within some of the meeting minutes as evidence of programmatic decision making based on analysis of data, and this evidence appeared in standard 5 of the SSR. The standard 5 reviewer had previously reviewed these submitted meeting minutes notes while drafting the preliminary findings report and did not see the use of a quality assurance system or data to inform programmatic decision making. However, there were some meeting minutes missing from the evidence items, and these missing meeting minutes may or may not have included evidence of the use of data to inform program improvements. A follow-up request was then made by the standard 5 reviewer for these missing meeting minutes.

Additionally, after the team lead shared information from the morning leadership meeting with the rest of the review team, another follow-up request was made by the standard 5 reviewer for evidence to support standard 5. (This request was also made in the preliminary findings report.) This request asked for three consecutive cycles of data disaggregated by programs and by year for the following standard 5 evidence items referenced by the unit:

1. tracking sheets
2. scored portfolios
3. IPLPs
4. classroom observations
5. completer survey
6. dispositions rubric
7. units of instruction

Along with this request, the team lead also provided the unit with an example how to display the disaggregated data per the March 2016 CAEP Accreditation Handbook (p. 109).

At the end of day one, the EPP provided a spreadsheet of completers from 2011-2012 to 2016-2017 that included portfolio scores, dispositions scores, and ICLA scores. Data were not comprehensive across all assessments, and there was no analysis provided to explain what the scores meant and how they were used at the unit and program levels. Also missing was evidence of reliability and validity for the EPP-created assessments. Follow-up requests were made for these data by the standard 5 reviewer to the team lead for the next morning's leadership team meeting.

Onsite Visit, Day Two

In the second leadership team meeting, the team lead made follow-up requests for evidence/data to support standard 5. In addition to the (outstanding) requests from the tasks listed in the preliminary findings, the team lead asked for follow up information for the portfolio scores, dispositions scores, and ICLA scores received the previous day. These specific requests included:

- the disaggregation of data by program
- supporting analyses of the data
- an explanation how the data are used to inform programs

Additionally, a follow-up request for examples of scored EPP-created assessments representing different levels of candidate performance across programs was made by the team lead on behalf of standard 5. This request also specified an ask for an analysis of these documents, and how the data are used within the unit. The response from the EPP was to refer the standard 5 reviewer to the archive room to review individual portfolios.

The team lead also asked the EPP to submit all outstanding and received requests for evidence items by 2:00pm that day. This was presented not as a hard deadline, and that the EPP was able to submit evidence until the end of the onsite visit. But in order to provide reviewers with enough time to proficiently review the evidence and submit any follow-up requests, the 2:00pm time was suggested.

Later that morning, the entire CAEP review team interviewed the entire EPP faculty together. This group interview provided the review team with opportunities to receive additional evidence

from the EPP about the use of informal data to support candidate progress and growth. These anecdotes again demonstrated the commitment the EPP shares to candidate development. During this meeting, EPP faculty stated that the unit 1) cannot document that decision-making is made based on data systems, and 2) cannot provide evidence of reliability and validity of EPP-created assessments.

At the conclusion of this meeting, the team lead asked the EPP to inventory all received requests for evidence items and provide a timeline when the team could expect to review these. Based on the EPP’s statements made during that meeting that it cannot document decision-making is made based on data systems, and that it cannot provide evidence of reliability and validity of EPP-created assessments, the team lead also asked the EPP to identify those evidence items that it will not be able to provide for review. The EPP faculty responded that they would be able to provide an inventory, and would identify those items they could provide by 2:00pm.

Additional evidence items were received later that day including analyses related to the reliability and validity of the portfolio and dispositions EPP-created assessments. Evidence items were compiled from the SSR and the onsite visit for each assessment by the standard 5 reviewer, and then evaluated using the “CAEP evaluation framework for EPP-created assessments”. Neither EPP-created assessment met levels of sufficiency for use as an evidence item.

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Areas for Improvement	Rationale
AFI (5.1) Documentation that the EPP uses evidence/data from a coherent set of multiple measures to inform operational effectiveness and support all CAEP standards.	The EPP did not provide sufficient evidence of multiple measures to inform operational effectiveness and support all CAEP standards.
AFI (5.2) Specific evidence of diverse stakeholder involvement is documented through multiple sources in decision-making, program evaluation, selection and implementation of changes for improvement.	The EPP does not provide sufficient evidence of diverse stakeholder involvement within the quality assurance system. The EPP identified stakeholders and their roles, but did not provide evidence how feedback is documented and considered within the unit.

Stipulations:

Stipulation	Rationale
Stipulation (5.1) Documentation that the quality assurance system disaggregates data by programs and other dimensions (e.g., over time, by race/ethnicity, gender, etc.)	The EPP does not provide sufficient evidence of multiple measures to inform operational effectiveness and support all CAEP standards

<p>Stipulation (5.2) Evidence of at least 75% of EPP-created assessments used in quality assurance systems are scored at the minimal level of sufficiency as defined by the CAEP Assessment Rubric.</p>	<p>The EPP did not present sufficient evidence that EPP-created assessments have: established content validity, interrater reliability or agreement at .80 or 80% or above, evidence that is cumulative, sequential and current (3 cycles or more), nor interpretations that are consistent, accurate and supported by data/evidence.</p> <p>During the onsite visit, the EPP verified there is no quality assurance system for the unit, nor that the EPP-created assessments meet levels of reliability and validity.</p>
<p>Stipulation (*5.3) A comprehensive plan that the EPP regularly and systematically: reviews quality assurance system data, identifies strengths and areas of improvement across programs, applies evidence/data from standards 1-4, uses evidence/data for most (80% or more) for program changes and modifications.</p>	<p>During the onsite visit, the EPP verified there is no quality assurance system for the unit, and that data are not used to inform program improvement.</p>
<p>Stipulation (*5.4) A comprehensive plan that CAEP’s eight outcome and impact measures are systematically monitored and reported together with: relevant analysis of trends, comparisons with benchmarks, evidence of corresponding resource allocations, and alignment of results to future directions.</p>	<p>During the onsite visit, the EPP verified there is no quality assurance system for the unit, and that there is no annual reporting of the eight outcome and impact measures. This standard was self-selected for the Inquiry Brief pathway by the EPP during the onsite visit.</p>

CROSS-CUTTING THEME: TECHNOLOGY

a. Summary regarding adequately and accurately of evidence related to technology

The EPP demonstrated candidate use of technology through digital portfolios developed in the internship 5th year. The portfolios show candidates’ “intent of integrating technology across the four [Danielson] domains of effective teaching: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities.” Candidates’ digital portfolios include examples of evidence in each of the Framework for Teaching domains. However, evidence of student use of technology to enhance learning was not presented as evidence, nor were technology-based collaborative methods with partner schools for candidate preparation and

evaluation. It is unclear if candidates model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning. Although 5th-year interns in their clinical placements, and students, were observed utilizing technology in the classroom, how candidates' gain knowledge in the program on their use of technology for learning is unclear. Based on evidence submitted, EDU 304 Literacy Development, is the only course that reported a digital resource use requirement prior to the Internship Year.

b. Evidence that adequately and accurately demonstrates integration of cross-cutting theme of technology

1. Digital Portfolios
2. Clinical-year Candidate Onsite Observations

c. Evidence that inadequately demonstrates integration of cross-cutting theme of technology

1. Checkpoint sheet
2. Technology Enhanced Lesson
3. Technology Integration in Education Courses document (onsite submission, 4/16/2018)

CROSS-CUTTING THEME: DIVERSITY

a. Summary regarding adequately and accurately of evidence related to diversity

Throughout the SSR, the EPP demonstrated a commitment to the topic of diversity and inclusivity. The SSR included statements that indicate the importance of preparing candidates to work with all P-12 students. In alignment with CAEP's definition of the cross-cutting theme of diversity, the preliminary report identified three specific areas in standards 1-3 in need of additional evidence. These areas were partially identified and supported with evidence by the reviewer during the visit. However, evidence to support these claims were not provided in sufficiency in the SSR, evidence was not explicitly provided nor addressed in the EPP response, and evidence requested in the preliminary report was not directly provided by the EPP during the visit.

b. Evidence that adequately and accurately demonstrates integration of cross-cutting theme of diversity

1. The EPP provided interviews with faculty, candidates, and completers. (Standard 1)
A list of placements with data specific to student body demographics was provided for student teaching internships. (Standard 2).
2. Candidate demographic data was provided. (Standard 3)

c. Evidence that inadequately demonstrates integration of cross-cutting theme of diversity

1. The EPP did not provide multiple indicators/measures specific to evaluating proficiencies for candidates to show knowledge in differentiation, critical thinking, transfer of skills

and collaboration to meet the minimum sufficiency requirements to inform P-12 students in college and career readiness. (Standard 1)

2. Placement data was not provided field experiences outside of the internship experience.
3. Evidence of data being used in planning and modification of recruitment strategies not verified. (Standard 3)

Response: INQUIRY BRIEF PATHWAY

The EPP has identified a plan to address Standard 5. No plan was provided in the SSR. At the on-site visit, identification of the standard of focus and a timeline identifying goals and some corresponding deadlines were provided for review. Resources were not identified to support the implementation of the plan nor were the individual(s) responsible for each goal. The proposed timeline identified that actions leading to program improvement would begin after the conclusion of the site visit. Additional information is required per CAEP requirements.

Items identified by the EPP to address Standard 5 include:

1. Determine the appropriate database to house collected program data
2. Determine validity of EPP-created assessments (e.g., portfolio and dispositions)
3. Examine rubric structure (e.g., portfolio and dispositions)
4. Establish timeline and process for improved program data review (e.g., program checkpoints)
5. Annual review of CAEP measures
6. Calibrate scoring for use of scoring rubrics
7. Convene TEAC annually to share trends from data and seek stakeholder feedback
8. Share relevant program data with members of the campus community (e.g., Vice President for Academic Affairs/Dean of the Faculty, the campus assessment committee, and administration)
9. Work with members of campus community to meet accreditation requirements

The EPP chooses to focus on the goal of establishing a data system. As the plan evolves, the potential to have a positive impact on the EPP and its candidates appears strong. The proposed use of data and evidence is in preliminary stages and not all indicators are well defined. No evidence is provided for how this plan will lead to a higher level of excellence beyond what is required in the standards. In this plan's current form, it is considered insufficient based upon CAEP accreditation expectations and requirements. It is recommended that the Selected Improvement Pathway be chosen for this plan.

Preface

The accreditation review conducted during the spring of 2018 has proven to be a humbling but necessary corrective for the College of Idaho Educator Preparation Program (EPP). The shortcomings observed in the Site Visit Report regarding data collection and utilization were substantial, and satisfactory response to the stipulations put into place by the Accreditation Team has required significant changes to some of the fundamental operations of our EPP. Our studied review has identified three interrelated areas of deficit that we feel contributed to our shortfalls:

First, the EPP has failed to manifest one of its core commitments, reflective practice grounded in data-driven assessment. We have relied too heavily on the quality of the teachers our program has produced as evidence of program efficacy, and in doing so have failed to achieve evidence-based demonstration of that efficacy. Challenges related to our small size and limited staffing served as an excuse to avoid integration of data generation and collection into our instructional practices. These activities should have been built into our educational program from the ground up.

Second, we have not in recent years integrated the results of our assessment into program evaluation and remediation. The failure to analyze program data—both those data collected and those we should have collected—obscures the weaknesses of our program; the failure to apply the lessons learned from these data to improve our program cost us the routine and systematic opportunity to grow and develop our EPP over time.

Third, and finally, we failed to sustain the vital and collaborative linkages to other EPPs across the state of Idaho that might have sustained the currency and centrality of our assessment protocols. While we actively engaged the K-12 educational community, and, especially, our teaching alumni, we allowed our institutional relationships with like-minded education programs to atrophy. All of these programs are accountable to the same standards that ours is, and many of them wrestle with the same challenges of scope and scale that we confront. Better engagement and communication with colleague institutions engaged in teacher training around the state and nation would have served our EPP well and likely avoided many of the challenges that we currently confront.

We are deeply grateful for the thorough review conducted by the accreditation team, and all the more so for the productive engagement and consultation by multiple members of that team since the final report was delivered. Following months of intensive review, response and program redesign, we are optimistic about our EPP's prospects. This rejoinder is the initial fruit of that introspection and redesign, but the effort will go on as a continuous part of our program from this point forward.

We believe that the plan we outline in this rejoinder successfully addresses the stipulations articulated in the report. Moreover, it positions us to retain those unique features that lend our program integrity and authenticity while also prompting an attitude of accountability and the practice of data generation, analysis, and continuous improvement. In short, it “fits” us and our

core values, scales to our small size and reflects firm commitment to the liberal arts. Finally, it is designed to be sustainable given the current resource environment of the college.

In what follows, we address each standard in turn, noting in each case any stipulations and the rationale provided. In the case of standards 4 and 5, we address those stipulations interwoven within the narrative. This document also includes three artifacts as addenda that are referenced in the narrative.

Standard 1:

No Stipulations

Standard 2:

Stipulation:

*A comprehensive plan is needed to collect, analyze, and utilize meaningful candidate performance data **in clinical experiences** across programs to ensure data-driven decisions are made regarding program design and delivery.*

Rationale:

Currently, decisions appear to be made based primarily on informal feedback and on a candidate-by-candidate basis.

Rejoinder:

To address this stipulation, the EPP has committed to the following changes that will allow it to “collect, analyze, and utilize meaningful candidate performance data in clinical experiences.” These data will serve as the basis from which we will make evidence-based programmatic decisions.

First, the EPP will apply the Danielson Evaluation Rubric as a consistent metric across clinical experiences. Previously, the EPP has evaluated candidates’ clinical performance with other performance indicators often tied to the grading criteria of the course with which the clinical experience is associated. It has also used a dispositions rubric and teacher observations. However, these variances in criteria made it difficult to establish valid comparisons across clinical placements, either of the candidates themselves or the placements. Use of a common metric should allow for proper comparisons across clinical experiences.

All EPP candidates, elementary and secondary, complete three key clinical experience placements prior to student-teaching. These placements are made concurrent with enrollment in the following courses: EDU 202 Introduction to Education; EDU 305 Content Literacy; EDU 441 Curriculum and Instruction. Going forward, the Danielson rubric will be used to evaluate candidates’ performance in the placements for each of the courses. (See original CAEP accreditation submission for elaboration on these placements). The EPP already uses the Danielson rubric as a core metric during the candidates’ student-teaching year, the fourth clinical

experience required of all candidates. Thus, using this metric during each undergraduate, pre-licensure program experience makes good sense and will establish analytic continuity across the scope of the program.

Collecting data from each of these four clinical placements will provide the EPP with meaningful data about candidates' performance. One would expect, for example, that candidates would show improvement from their first clinical experience to their last. However, the EPP has not had a formal metric for credible comparison. The change to the use of the Danielson rubric will allow the EPP to track a candidate's progression from their first experience through the end of their internship year. In the event a candidate does not show improvement, the EPP has a basis from which to ask a variety of questions important to the program: Are there consistent indicators on which the candidate has struggled? How might the EPP provide effective remediation for the candidate?

In addition to insights about particular candidates, collecting this data will allow the EPP to ask important questions about the program itself: What areas of program strength and weakness are revealed as the EPP analyzes candidates' performance across clinical experiences? What do the data reveal about differences in candidates' performance dependent on licensure areas, grade level, and/or type of placement? What changes to the clinical experience might be warranted given what is revealed? We have previously answered these questions informally (e.g., through conversations with administrators and the professional judgement of clinical supervisors). This shift will formalize the review process and render it more consistent, transparent, and reliable.

This new systematic evaluation process will yield more reliable global programmatic information rather than the piecemeal data generated previously, and it should provide a balance to the informal qualitative feedback we receive from our partners. For instance, we expect it will reveal important insights about specific components of our required clinical experiences that may be less effective. We also anticipate it will generate insights we can use to better prepare our clinical supervisors and cooperating teachers (which addresses an "Area for Improvement" cited by the review team).

In short, it will allow the EPP to see the whole in the context of the parts rather than just the individual parts themselves, which the reviewers cited as their rationale for this stipulation (and with which the EPP concurs). Especially, we anticipate that this systematic analysis of clinical experiences, in concert with other measures of program quality, including those detailed in Standards 4 and 5, will yield insights into how effectively the undergraduate pre-licensure program prepares candidates for their student-teaching experience.

Second, any data collection and analysis system is only as effective as its implementation. While the EPP previously identified a number of benchmark checkups throughout the program and collected quite a lot of data, the data were often incomplete or irrelevant, and the EPP seldom used it in a systematic way for program revision. To that end, the EPP has revised the instrument used to track candidates' progression through the program and created a matrix of corresponding EPP assessment checkpoints. Through this revision, we anticipate a simpler schema that is

nonetheless more robust, systematic, and, ultimately, useful. We have attached a summary of our revised EPP assessment pathways and assessment benchmarks as CAEP Artifact 1. These will be discussed further in our response to Standard 3, below.

We will convene an assessment working group at the conclusion of each term, in January and May, in which to review the data from the previous term's clinical experiences and propose potential changes. We anticipate this twice-yearly schedule will yield useful results without being an onerous addition to the schedule. Conducting the review after each semester also accounts for the fact that different clinical experiences occur each semester corresponding to the associated course offerings (for example, EDU 441 is only offered each spring term). Should a twice-yearly analysis provide an insufficiently robust data set for productive analysis, the EPP could easily adjust to a yearly (at the conclusion of spring term) schedule, allowing for the generation of larger data sets for analysis.

At the end of each term, EPP faculty and student-teaching supervisors will submit their Danielson evaluation forms to the administrative assistant, who will enter the data into the tracking spreadsheet. The administrative assistant will work with the Department Chair to collate the data and disseminate it among the faculty and student-teaching supervisors for analysis. The administrative assistant will take minutes of the meeting and archive notes detailing proposed actions in a dedicated computer file on the department's dedicated drive on the college's servers. Each year, the Department Chair will convey a synopsis of findings and program modifications regarding clinical experiences to external partners on campus (and beyond) as part of the EPP's effort toward accountability for quality assurance. Additional details can be found below in response to Standard 5.

Standard 3:

Stipulation:

The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical skills, and the integration of technology into all of these domains.

Rationale:

There is insufficient evidence that the EPP has a formal process for tracking candidate progressions along with alignment with evidence of actions taken in changes in curriculum/clinical experiences.

Evidence of monitoring candidates' performance advancement from admissions through completion is not available.

Rejoinder:

In our response to Standard 2, outlined above, the EPP acknowledges the need for a more comprehensive systemic assessment system and noted some specific changes it has identified

going forward. Here in response to Standard 3, in which the reviewers note “*insufficient evidence that the EPP has a formal process for tracking candidate progressions along with alignment with evidence of actions taken in changes in curriculum/clinical experiences,*” we articulate the details related to the formalization process more clearly.

As the reviewers acknowledged, and as we note in our response to Standard 2, the EPP does, in fact, collect multiple forms of data about its candidates. The EPP tracks candidates’ GPA from admission through graduation. The EPP tracks disposition scores. The EPP tracks scores on Praxis and ICLA (Idaho Comprehensive Literacy Assessment) exams. It tracks scores on candidates’ Danielson evaluations during student-teaching, and on the required candidate portfolios assigned each year. EPP faculty discussed candidates’ progress during each department meeting (roughly every two weeks throughout the school year).

However, there were deficits in the record-keeping that attended the use of these measures. While formal action on individual candidates was recorded in departmental meeting minutes, rarely did the meeting minutes record discussions of candidates’ specific issues, especially if they were not tied to program admission or removal. Evidence the EPP provided in its initial report, in CAEP 3.4, demonstrates that the EPP did take formal action when candidates’ progress was deemed insufficient and warranted removal from a clinical placement and/or the program. Generally, while these discussions among EPP faculty of candidates’ progress focused on the needs and performance of individual candidates, there was typically little or no formal, documented analysis of the program itself in light of the issues these candidates were facing.

Going forward, the EPP intends to streamline and regularize its benchmarks and to more formally track candidates’ progress at key points in the program. Concurrently, the EPP will analyze system-wide candidate data and clearly document links to program modifications and improvements.

Artifact 1, referenced in Standard 2, outlines four key program assessment checkpoints. At each checkpoint, multiple forms of data will be collected for analysis. Most forms of data are consistent across each checkpoint so that comparisons can be made and improvements targeted quickly and easily. There are examples of data that are collected only at single checkpoints because that is when they occur in the program progression (e.g. ICLA scores). Even those data are still meaningful to program improvement and can provide an important triangulation to other measures. Danielson scores, dispositions scores, and portfolio scores are collected at each of the four checkpoints. Typically, when the EPP has collected these scores in the past, it has only recorded total scores rather than sub-scores in the individual domains. In the future, the EPP will also collect sub-scores. These sub-scores will also help the EPP determine if there are specific performance areas that should be targeted for improvement. Collecting only total scores can mask areas of deficiency even when an overall score is high and are thus less useful for program improvement.

To make this new systemic data collection and analysis viable, multiple shifts in EPP practices are necessary. The EPP will begin to make changes to its practices immediately, beginning at the start of fall term, 2018. First, EPP faculty will calibrate their scoring on the Danielson evaluation rubric used to assess candidates in clinical placements to establish interrater reliability. This is particularly necessary with a new faculty member joining the department. The course instructor

for EDU 202 Introduction to Education has agreed to transition during fall 2018 to the Danielson rubric from the other rubric currently used (though that rubric includes similar measures). Also during fall 2018, EPP faculty will calibrate their scoring on required candidate portfolios, again to establish interrater reliability. In the case of both the Danielson and portfolio scores, as noted the EPP will also record sub-scores in addition to overall scores. Finally, beginning in fall 2018 the EPP will begin systematically to collect artifacts that demonstrate candidate performance aligned to Core Teaching Standards.

While these adjustments have more to do with what was revealed from the state team review than CAEP, they are connected to the EPP's overall system of data collection and analysis. The visit revealed that the EPP must do more to take control over evidence collection rather than deferring that responsibility to the candidates via their portfolios. This shift will also allow the EPP to analyze candidate performance regularly and consistently and consider programmatic changes, consistent with the spirit of continuous improvement (see CAEP 5, for example), rather than sporadically or only in preparation for an accreditation visit.

In addition to better collection of data, the EPP will document its program review more concretely. Department meetings will include "assessment updates." The department's administrative assistant will take minutes of the meeting and archive notes detailing proposed actions in a dedicated computer file on the department's home drive on the college's servers. At the conclusion of each semester, one department meeting will be solely dedicated to assessment from the previous term. At the conclusion of each year, the EPP will conduct one longer "assessment retreat" at which time EPP members will review data collected that year, analyze that data and note trends, and discuss program changes. Also at the end of each year, the Department Chair will include a synopsis of findings and program modifications as part of its annual review submitted to external partners on campus as part of its quality assurance protocol, detailed below in response to Standard 5. See CAEP Artifact 2 for an overview schedule of program assessment tasks for the upcoming year.

Standard 4:

Stipulations embedded in the rejoinder narrative:

Standard 4 has proven the most challenging for us as an EPP, evident in the four stipulations related to this standard indicated in our review. We have had a difficult time discerning what this standard asks of us, how it connects to our program, and how we might meet its obligations. Thanks in particular to discussions this summer with partners from Northwest Nazarene University and Boise State University, we now have a path forward and tempered optimism that we are already positioned well to meet and exceed this standard in many ways that we could not discern previously. We also acknowledge the work our partners have done in the past few years to allow all EPPs to address this standard. As noted in the preface to this rejoinder, we as an EPP have not engaged as fully as we might the relationship with our partner institutions, and our program has suffered as a result. In the wake of our accreditation review, these same partners have helped us substantially and in short order by meeting with us over the summer to offer insights into our program and how we might effectively meet CAEP's standards. They also

provided invaluable insight into how we might create a sustainable structure of program review that enhances and highlights the quality of our EPP.

Sustained engagement with its program completers has been a hallmark of the College of Idaho EPP. Many program alumni continue to serve the department upon completion as cooperating teachers in clinical placements, including student-teaching, as guest speakers in classes, even as adjunct instructors for methods classes, among others. These sustained relationships, coupled with our smaller size that yields comparatively few completers, puts us at an advantage relative to our statewide partners in some ways. For example, the simple act of tracking our completers is a relatively easy endeavor since so many remain in the valley and remain in contact with us. Also, given how many of our completers remain local and serve our program, we no doubt have an easier time accessing their classrooms than larger colleges whose completers disperse at some distance. While we previously saw our small size largely as a deficit relative to other institutions, we now recognize many ways in which our small size is an asset.

Throughout this intense accreditation process, as an EPP we have been steadfast in our claim that we produce exemplary completers. Yet, we had no systematic way of learning about our program from those completers, nor did we adequately represent their quality, and by extension the quality of our program, during our CAEP review. We intend to rectify this in the future, beginning in fall 2018. What follows includes our systematic plan to learn from/ with our completers and the employers who hire them.

In CAEP 4.1, the reviewers noted that, *“The EPP did not provide direct and multiple-measures of completers impact on P-12 student learning.”* In their rationale, the reviewers note that the EPP did not include sufficient evidence of *“multiple, direct measures of student learning from a representative sample of completers.”* In CAEP 4.2, the reviewers stipulated that *“The EPP did not provide an analysis of direct measures of completers’ effective application of professional knowledge, skills, and /or dispositions in a majority of licensure areas.”* The reviewers note, too, that evidence was not *“disaggregated by licensure area, nor analyzed for program improvement.”*

In Artifact 1, which shows the EPPs proposed revision of program assessment checkpoints, the final checkpoint is “completers.” The EPP identifies multiple specific measures of completer data that will indicate completers’ impact on P-12 learning and their effective application of professional knowledge, skills, and/or dispositions. The EPP will use Danielson evaluation data to assess completers’ effective application of professional knowledge, and as a proxy for their impact on P-12 learning. Each year, the EPP will ask for a representative sample of cooperating completers to submit voluntarily the teaching evaluations used as part of their performance review. EPP supervisors will also schedule visits to conduct their own Danielson evaluations. Given that EPP faculty are in local schools to observe candidates in their clinical placements, it should be possible for those faculty to schedule time in completers’ classrooms as well to conduct these evaluations.

In addition to Danielson/ teacher evaluation data, the EPP will collect and analyze completers' Individualized Professional Learning Plans (IPLP) to discern which areas completers target for improvement, searching for trends that could indicate specific areas where completers perceive weakness in their preparation. Thus, this would also be a measure in accord with CAEP 4.4 to establish "satisfaction of completers." For example, if completers regularly choose Danielson 2c, Managing Classroom Procedures, as an area for improvement, it could indicate that they feel underprepared in this area. The EPP would then have a data point that, in concert with other data (e.g. the statewide completer survey), it could use to decide whether there is a need for a particular programmatic change to address this area of concern. These IPLPs are intended to direct completers' professional development early in their careers and therefore provide a reference point for potential action research or self-study. Furthermore, the EPP can compare those indicators the completers select for improvement to their sub-domain score on the corresponding Danielson evaluation.

Beginning in the 2018-19 school year, the EPP will invite two completers, one elementary teacher and one secondary, to be partners in a pilot study that investigates their progress on one of the measures they identified in their IPLP. The Vice President for Academic Affairs at the college has already agreed to include such duties as part of the supervision load credit for EPP faculty. While the specific content and focus of that study is not yet clear, it will be grounded in the self-identified needs of the completer. Data that emerge from this pilot study will yield important insights for future study and, especially, will prove a useful triangulation of data with other measures such as employer surveys, Danielson evaluations, and so forth.

Finally, to "*have a system for the collection, analysis, evaluation, and interpretation of employer perceptions of completer preparation for job responsibilities*" (Standard 4.3) and to "*provide significant analysis of evidence or interpretation of results in satisfaction of completers*" (Standard 4.4), the EPP will re-engage with its statewide partners to participate in the employer surveys and completer surveys disseminated in opposite years. These surveys, which our partners in the state have already validated, will generate useful insights into perceived areas of program strength and weakness that will triangulate with measures outlined above. For example, employers' responses might indicate that our completers are strong in classroom management but weaker on scaffolding students' linguistic abilities. We would compare those findings to those generated in other measures, for example Danielson evaluations, to discern possible trends. Should a trend be identified, we would then have an evidence-based grounding for program change.

Each year, at the completion of spring term, EPP faculty and partners will convene an assessment retreat to analyze the findings from the year. Each retreat, the EPP will generate both program goals and research goals for the following year. This will establish a process of grounded program self-study. The EPP's response to Standard 5, below, further outlines its data analysis process via the end of year retreat.

Standard 5:

Stipulation:

Documentation that the quality assurance system disaggregates data by programs and other dimensions (e.g., over time, by race/ethnicity, gender, etc.)

Rationale:

The EPP does not provide sufficient evidence of multiple measures to inform operational effectiveness and support all CAEP standards

Response:

As our responses to Standard 2 and Standard 3 indicate, the EPP has identified multiple measures “to inform operational effectiveness and support all CAEP standards.” Artifact 1 demonstrates these measures. In the future, as it reports data corresponding to these measures, the EPP will disaggregate data over time and by program to investigate relevant trends. Department meeting minutes dedicated to assessment review will note trends and include references to program change in response to those trends.

Stipulation:

Evidence of at least 75% of EPP-created assessments used in quality assurance systems are scored at the minimal level of sufficiency as defined by the CAEP Assessment Rubric.

Rationale:

The EPP did not present sufficient evidence that EPP-created assessments have: established content validity, interrater reliability or agreement at .80 or 80% or above, evidence that is cumulative, sequential and current (3 cycles or more), nor interpretations that are consistent, accurate and supported by data/evidence.

During the onsite visit, the EPP verified there is no quality assurance system for the unit, nor that the EPP-created assessments meet levels of reliability and validity.

Response:

As noted in the EPP’s response to Standard 3, the EPP will begin to address the validity and reliability of its instruments immediately in fall 2018, assisted by the college’s Associate Vice President for Institutional Effectiveness.

Stipulations for 5.3 and 5.4 are addressed in the following narrative detailing the quality assurance plan:

To respond to Standard 5, and to evaluate the quality of its program, the EPP proposes a multi-layered quality assurance system, effective fall 2018. As noted, the spring 2018 accreditation review propelled the EPP to examine its program closely, to own its shortcomings, to ponder its future, and to move reflectively, swiftly, and intentionally to initiate positive change. While not all changes are immediately discernable and immediately able to implement, the EPP faculty are confident that the plan outlined here accurately represents the department’s earnest efforts toward reflective, sustained, and systematic improvement. We believe this plan will provide at

the same time a solid foundation for analysis as well as adaptability to future needs as they arise through program review.

The first step for the EPP to ensure effective review of its programs is to implement clear directives for collection of candidate artifacts, which it has already begun. The EPP has begun to target specific anchor artifacts that demonstrate alignment with the Idaho Core Standards. Similarly, it has directed course instructors to update syllabi to reflect standards fulfilled through each course. The EPP has constructed a curriculum map of its elementary preparation program that links courses to standards and identifies artifacts. Over the next year, the EPP will work with secondary content areas to map their programs, too. These curriculum maps will provide the EPP a coherent system for data collection and analysis in fulfillment of state review mandates and commensurate with CAEP Standard 1 and Standard 3. Further, the EPP has revised its approach to the 5th year internship seminar to focus much more closely on collecting candidates' artifacts. While candidates meet many of the performance standards through their student-teaching experience, the EPP has typically deferred responsibility for artifact documentation of those standards to the candidates themselves via their required portfolios. Beginning in fall 2018, the intern seminar instructor will facilitate artifact collection in "real-time" as candidates teach in their k-12 placements.

Second, the EPP will include regular "assessment updates" in each (approximately bi-weekly) department meeting throughout the school year. Department meetings have always included updates about candidates' progress in/ through the program, but as noted in our response to Standard 3, have not generally included an assessment of program-wide analysis linked to candidates' progression. While there may often be little new data generated from one meeting to the next, regularizing assessment updates as a systemic part of department meetings will keep assessment as a key departmental focus and establish assessment as a habit rather than ad hoc. It will also establish a system to track program-level assessment discussions that is more easily trackable, searchable, and compiled for analysis. These assessment updates will also include reminders about artifact/ data collection and other benchmarks.

Third, as noted in response to Standard 2, at the conclusion of each term, the EPP will devote one department meeting wholly to the purpose of analyzing clinical placements from the preceding term. Each year, the Department Chair will include a synopsis of relevant findings and changes to clinical experiences as part of the EPPs annual review submitted to campus stakeholders.

Fourth, the EPP will convene its Teacher Education Advisory Committee (TEAC) annually, reconstituted as the Teacher Education Assessment Committee. TEAC will meet annually as the capstone to the EPP's assessment retreat each spring. The charge of the committee will be to review assessment data from the previous year, including the eight outcome and impact measures identified in CAEP 5.4, and to recommend program changes. The TEAC will be composed of EPP faculty and student-teaching supervisors, representative classroom teachers, partner administrators, the college's Associate Vice President for Institutional Effectiveness, and the completers who have volunteered as part of the studies outlined in CAEP 4. In total, this includes

about fifteen people who can offer varied perspectives on the program and advocate program improvement. In its advisory role, the TEAC will make recommendations to EPP faculty, with whom rests ultimate authority to accept or reject recommendations and to implement changes. TEAC recommendations will include both program goals and research goals for the following year, catalyzing the EPP's annual selective improvement (required by CAEP 5.3 and 5.4).

Fifth, within two weeks of the conclusion of the annual assessment retreat, the Department Chair will submit a final annual report that recounts TEAC recommendations, outlines the EPP's targets for program approval and research goals for the following year, and reports the eight annual outcome and impact measures to the campus community via the Vice President for Academic Affairs, and to the public via a website linked to the department's webpage on the college's web portal. CAEP Artifact 3 provides a sample mock-up of the EPPs reporting of the eight Annual Reporting Measures.

Taken collectively, the EPP offers this as its plan that it *regularly and systematically: reviews quality assurance system data, identifies strengths and areas of improvement across programs, applies evidence/data from standards 1-4, uses evidence/data for most (80% or more) for program changes and modifications*" (Standard 5.3), and that systematically monitors and reports CAEP's annual impact measures "*with: relevant analysis of trends, comparisons with benchmarks, evidence of corresponding resource allocations, and alignment of results to future directions*" (Standard 5.4). Most importantly, this plan provides a sustainable foundation for the EPP to demonstrate its excellence in preparing teachers.

CONSENT
FEBRUARY 14, 2019

DEPARTMENT OF EDUCATION

SUBJECT

Curricular Materials Selection Committee Appointments

REFERENCE

April 17, 2014	Board approved seven appointments to the Curricular Materials Selection Committee for terms effective June 1, 2014 and ending May 31, 2019.
October 22, 2015	Board approved ten appointments to the Curricular Materials Selection Committee for terms effective July 1, 2016 and ending June 30, 2021.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-118 and 33-118a, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03 – Section 128, Curricular Materials Selection and Online Course Approval

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment

BACKGROUND/DISCUSSION

The Curricular Materials Selection Committee helps to provide equity in the quality of instructional materials available to Idaho's public schools. The Committee recommends instructional materials for adoption by the State Board of Education (Board). Upon adoption by the Board, the State Department of Education contracts with the publishers of the materials, ensuring that all public schools, regardless of size, have the choice to purchase these quality materials at a low, contracted price.

Section 33-118a, Idaho Code and IDAPA 08.02.03, Section 128, set forth criteria for membership on the Curricular Materials Selection Committee (Committee). Committee members are appointed by the Board for a period of five (5) years. In accordance with IDAPA 08.02.03.128, the Committee consists of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, trustees, local board of education members, members of the Division of Career Technical Education, and State Department of Education (Department) personnel. The Executive Secretary is an employee of the Department and a voting member of the Committee.

To fill current and upcoming vacancies on the Committee, nominations were sought from school districts, institutions of higher education, the Division of Career Technical Education, the Idaho School Boards Association, the Indian Education Committee, the Idaho Association of School Administrators, and Department staff.

CONSENT
FEBRUARY 14, 2019

Resumes for interested individuals are attached. Two current Committee members have submitted letters of interest for reappointment.

Nominees for reappointment include:

- Kristi Enger, Director of Educator Certification and Professional Development, Division of Career Technical Education (reappointment)
- Lisa Olsen, Teacher, Bonneville Joint School District #93 (reappointment)

The Department recommends the reappointment of all nominees, effective March 1, 2019.

Nominees for appointment include:

- Dana Johnson, PhD, Professor of Teacher Education and TESOL, Brigham Young University-Idaho
- Julie Magelky, PhD, Assistant Professor of Literacy, Lewis-Clark State College
- Taylor Raney, PhD, Director of Teacher Education, University of Idaho
- Bonnie Farmin, School Board member, Kellogg Joint School District #391
- Aaron McKinnon, Coordinator, Instructional Support for Student-Centered Learning, State Department of Education

The Department recommends the appointment of all nominees, effective March 1, 2019.

IMPACT

Appointment of Curricular Materials Selection Committee members ensures statutory compliance.

ATTACHMENTS

- Attachment 1 – Current Curricular Materials Selection Committee Members
- Attachment 2 – Kristi Enger Resume and Letter
- Attachment 3 – Lisa Olsen Resume and Letter
- Attachment 4 – Dana Johnson Resume and Letter
- Attachment 5 – Julie Magelky Resume and Letter
- Attachment 6 – Taylor Raney Resume and Letter
- Attachment 7 – Bonnie Farmin Resume and Letter
- Attachment 8 – Aaron McKinnon Resume

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-118, Idaho Code assigns responsibility to the State Board of Education for determining how and under what rules curricular materials shall be adopted for the public schools. The Board of Trustees for each school district may also adopt their own curricular materials. Curricular materials are required to be consistent with our Idaho Content Standards. Pursuant to Section 33-118A, Idaho Code, the committee must consist of at least two “persons who are not public educators or school trustees. The current committee rosters includes one parent representative whose term expires June 30, 2021. One additional appointment will be made of a

CONSENT
FEBRUARY 14, 2019

person that does not work in education to bring the committee make-up into compliance with Idaho statute.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the State Department of Education to reappoint Kristi Enger to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2019 and ending April 30, 2024, representing Idaho Career Technical Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the State Department of Education to reappoint Lisa Olsen to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2019 and ending April 30, 2024, representing certificated classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the State Department of Education to appoint Dana Johnson to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2019 and ending April 30, 2024, representing higher education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the State Department of Education to appoint Julie Magelky to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2019 and ending April 30, 2024, representing higher education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the State Department of Education to appoint Taylor Raney to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2019 and ending April 30, 2024, representing higher education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
FEBRUARY 14, 2019

I move to approve the request by the State Department of Education to appoint Bonnie Farmin to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2019 and ending April 30, 2024, representing trustees.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the State Department of Education to appoint Aaron McKinnon to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2019 and ending April 30, 2024, representing the State Department of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Selection Committee

Curricular Materials

COMMITTEE LISTING

Committee Member	Stakeholder Group
Elizabeth James	Executive Secretary, Idaho State Department of Education
Kristi Enger Term Expires: May 31, 2019	Idaho Career and Technical Education
Vacant	Idaho Higher Education Official
Vacant	Idaho Public School Administrators
Laree Jansen Term Expires: June 30, 2021	Parent
Vacant	Parent
Vacant	Trustee/Local Board of Education Member
Stacey Jensen Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Pocatello/Chubbuck School District #25
Zoe Jorgensen Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Idaho Falls School District #91
Sharon Tennent Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Boise Independent School District #1
Lisa Olsen Term Expires: May 31, 2019	Certified Idaho Classroom Teacher Bonneville Joint School District #93
Melyssa Ferro Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Caldwell School District #132

Committee Member	Stakeholder Group
Darlene Dyer Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Blaine County School District #61
Vacant	State Department of Education Personnel

For Questions Contact

Instructional Support for Student-Centered Learning
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov

We prepare Idaho's youth and adults for high-skill, in-demand careers.



November 20, 2018

Elizabeth James, Curricular Materials Coordinator
Idaho State Department of Education
650 W State Street
Boise, ID 83720

REQUEST FOR RENEWAL AS CURRICULAR MATERIALS SELECTION COMMITTEE MEMBER

Please accept this letter as my formal request to remain a member of the Curricular Materials Selection Committee for another term. My current term expires May 31, 2019.

I have appreciated the process that Idaho takes in carefully reviewing curricular materials for use in Idaho K-12 schools. As an educator, and now a director of educator certification at the state level, I believe our process takes out some of the guesswork for districts across the state as to the degree that given curricular materials align to learning standards and competencies. As a result, districts can expend limited resources for greater impact.

I appreciate the opportunity to be considered for another term. Should you have additional questions, please do not hesitate to contact me.

Respectfully,

A handwritten signature in blue ink that reads "Kristi A. Enger".

Kristi Enger, Director
Certification and Professional Development

650 West State Street, Suite 324
P.O. Box 83720
Boise, ID 83720

p: 208.334.3216
info@cte.idaho.gov
cte.idaho.gov

Kristi A. Enger

2258 N Morello Avenue • Meridian, Idaho 83646 • Phone: 208-794-0239 • kenger@cablone.net

Objective: Combine my strengths as an educational leader, professional-technical program coordinator, counselor, and business educator in providing statewide leadership for professional-technical education as secondary coordinator.

Professional Honors and Activities

<p>Professional Standards Committee (<i>Idaho State Department of Education</i>), 2015 Leadership In Career Development Award (<i>Idaho Career Development Association</i>), 2014 Association for Computer-Based Systems for Career Information (<i>Idaho CIS</i>), 2010 National Leadership Cadre (<i>OVAE School Counseling State Consortium, 1 of 8 states</i>), 2006</p>
--

Professional Experience

IDAHO DIVISION OF CAREER & TECHNICAL EDUCATION – Boise, Idaho

State of Idaho education agency responsible for programs leading to less than a Baccalaureate degree

Certification and Professional Development Director, Secondary Programs Director; Secondary Coordinator; IOT & Marketing Education Program Manager, Career Guidance Coordinator
6/2005 to Present

Certify CTE educators as per Idaho Rule. Implement and facilitate professional development opportunities. Oversee Idaho's secondary CTE programs and funding. Coordinate programs associated with the *High Schools That Work* school reform model. Represent the Division as a superintendents' liaison. Manage individualized occupational training and marketing education programs toward the Division's quality initiative. Coordinate career guidance grades 7-16 statewide to support professional-technical programs and access for all students, including special populations.

Selected Accomplishments:

- Provide technical assistance to the field with regard to questions related to CTE educator certification, Perkins, and other state and federal legislation.
- Provide technical assistance to the field at the secondary and postsecondary levels in the areas of career guidance, student learning plans, work-based learning, single parent/displaced homemaker and other special populations, and marketing education.
- Facilitate various groups of internal and external stakeholders in generating quality products and program direction including:
 - Resource development for Idaho grades 7-12 based on direction provided by postsecondary technical college Curriculum development for the Idaho School Counseling Model and IOT
 - Curriculum development related to the American Careers Student Planner and Idaho Career Planning Guide
 - Career Pioneer Network implementation in response to Perkins IV and Idaho's low nontraditional field measures of enrollment and completion at the secondary and postsecondary levels.
- Administer and provide technical assistance to the Centers for New Directions.
- Communicate regularly with the field through various means, including two e-Newsletters—*Career Connection*, and *Diamond Points*.
- Define professional development needs and develop learning opportunities for grades 7-20 counselors, work-based learning coordinators, marketing education instructors, and other educational personnel.
- Network with educational and industry professionals throughout Idaho in an effort to promote career technical education, access for all, and career pathway education and employment.

GLENN'S FERRY SCHOOL DISTRICT NO. 192 – Glenns Ferry, Idaho

Local education agency

High School Principal, 6/1999 to 6/2005

Supervised instruction and provided educational leadership to a staff of 32 certificated and classified staff in academic, co-curricular, and extracurricular activities. Served as district professional-technical online administrator, district curriculum coordinator, and K-12 summer school administrator

Selected Accomplishments:

- Coordinated district curriculum writing in English and mathematics.
- Authored successful Title I CSR Grant to assist in implementing *High Schools That Work* systemic school reform and provided collaborative leadership to involve all staff in improving student achievement.
- Administered high school general budget and special project funds, and Associated Student Body funds as district's assistant treasurer.

THREE FORKS SCHOOL DISTRICT – Three Forks, Montana

Local education agency

K-6 Counselor, Drug-Free Schools Coordinator, Technology Coordinator, 8/1995 to 5/1999

Secured resources and implemented K-6 guidance curriculum. Established and maintained collaborative relationships with instructional staff, students, and parents toward facilitating student success. Facilitated district-wide technology implementation, growth, and maintenance.

Selected Accomplishments:

- Provided individual, group and family counseling as requested/identified.
- Established *Sidekick* mentoring program (K-12) in collaboration with Big Brothers Big Sisters, and secured grant funding to establish *Bridging the Gap* after-school program.

WILLOW CREEK SCHOOL DISTRICT – Willow Creek, Montana

Local education agency

K-12 Counselor, Drug-Free Schools Coordinator, Title I Coordinator, 8/1995 to 5/1999

Selected Accomplishments:

- Administered Title I program in cooperation with Title I staff.
- Established electronic student database.

POPLAR PUBLIC SCHOOL DISTRICT – Poplar, Montana

Local education agency

High School Counselor, 6/1991 to 5/1995

Selected Accomplishments:

- Established crisis intervention management plan and trained staff in same.
- Developed and implemented counseling curriculum, K-12.

Business Education Instructor, 8/1987 to 5/1991

Selected Accomplishments:

- Designed, maintained, and upgraded PC-compatible lab.
- Implemented student store as authentic, project-based, learning laboratory.

Professional Memberships

American School Counseling Association, Idaho Counseling Association, Idaho School Counseling Association
Association for Career and Technical Education, Career and Technical Educators of Idaho
Idaho Career Guidance Association, Idaho Career Development Association

Education

MONTANA STATE UNIVERSITY – Bozeman, Montana

Administrative Endorsement, Educational Leadership, 8/1998

MONTANA STATE UNIVERSITY – Bozeman, Montana

Masters of Education, 8/1994

- Major: Guidance and Counseling | Graduated with highest honors

MONTANA STATE UNIVERSITY – Bozeman, Montana

Bachelor of Science, 3/1986

- Major: Business Education/Office Systems | Minor: Business Management | Graduated with highest honors

Lisa Shiosaki Olsen

208-313-1315

1330 Melody Drive, Idaho Falls, ID 83402

lolsen@nnu.edu;olsenl@d93.k12.id.us

December 3, 2018

Elizabeth James, Curricular Materials Coordinator
Idaho State Department of Education
650 W State Street
Boise, ID 83720

REQUEST FOR RENEWAL AS CURRICULAR MATERIALS SELECTION COMMITTEE
MEMBER

To Whom It May Concern:

Please accept this letter as my formal request to remain a member of the Curricular Materials Selection Committee for another term. My current term expires May 31, 2019.

Thank you for the past opportunity to serve as a member of the Curricular Materials Selection Committee. I have valued the experience and opportunity to serve in this capacity and have appreciated the opportunity to work with many wonderful educators from across the state.

The materials selection review is a valuable process that allows educators a chance to delve deeply into multiple resources and provide valuable feedback to others who are considering that resource for their school. This assists districts in wisely spending their limited resources on the materials that will fit the needs of their students.

Thank you for considering me for an additional term of service. Please, feel free to contact me if you have additional questions.

Best Wishes,

Lisa J. Olsen

Lisa J. Olsen

Lisa Shiosaki Olsen

208-313-1315

1330 Melody Drive, Idaho Falls, ID 83402

lolsen@nnu.edu;olsenl@d93.k12.id.us

Professional Profile

I currently teach English 9, Titan Up, and 10 at Thunder Ridge High School.

- TRHS English Department Chair
- TRHS Grant Writing Focus Chair
- TCHS Student Council advisor
- TCHS Senior Project advisor
- Presented at school and district in-service on document based inquiries in Idaho Coach Network
- Mentors new teachers and student teachers
- Researched the effects of intrinsic motivation on reading comprehension for master's program

Professional Accomplishments

- Idaho Curricular Materials Selection Committee Member
- Smarter Balanced Assessment Consortium Question Writer and Reviewer
- Cross Curricular Team Leader
- High School Praxis Standard Setting in Princeton, NJ
- Total Instruction Alignment Reviewer
- Idaho Humanities Council-Why Mark Twain Still Matters Conference Recipient
- Rookie Teacher of the Year Award 2007

Work History

High School English	Thunder Ridge High School, Idaho Falls, ID	2018-present
High School English	Technical Careers High School, Idaho Falls, ID	2015-2018
Eighth-grade English language arts teacher	Rocky Mountain Middle School, Idaho Falls, ID	2007-2015
Literacy Aide	3-B Juvenile Detention Center, Idaho Falls, ID	2006-2007
Substitute Teacher	School Districts 91 and 93, Idaho Falls, ID	2005-2006

Education

Masters of Education	Northwest Nazarene University, Nampa, ID	December 2012
Bachelor of Science in English Education	Brigham Young University-Idaho, Rexburg, ID	December 2005
Associates Degree in Arts and Sciences	Ricks College, Rexburg, ID	December 1991

References

Craig Miller

Vice-Principal at Hillcrest High School

2800 Owen Street

Ammon, ID, 83406

208-525-4429; 208-521-5770

millercr@d93.k12.id.us

Stacey Bergeson

AP English teacher; librarian

926 E 27th Avenue

Torrington, WY 82240

208-390-4240

Stacey.bergeson@yahoo.com

Angie Leblanc

School liaison

3497 North Ammon Road

Idaho Falls, ID 83401

208-525-4433; 208-534-8255

leblanc@d93.k12.id.us

Teresa Angell

Bonneville Online High School; friend

847 Claire View

Idaho Falls, ID 83402

208-755-7628

angellt@d93.k12.id.us



October 16, 2018

To Elizabeth James,

I am excited to submit this cover letter and resume for consideration in the appointment to serve as part of the Curricular Materials Selection Committee. I have been involved in education for almost 25 years as a public school teacher and professor and dean in a teacher preparation program. I began my teaching career working on the Fort Hall Indian Reservation located in Southeast Idaho. It was here where I began my focus on improving education for students, especially those with multi-cultural backgrounds. For the next nine years I continued teaching in the public school system as an elementary teacher. During this time, I continued my focus on multi-cultural education and curriculum as I taught and worked as the district's supervisor of migrant school for three years following completion of my master's degree in administration.

As a professor and former Dean of Teacher Education for the past 15 years at Brigham Young University - Idaho, I have continued a strong interest and commitment to public education and learning for all P-12 students. As part of this commitment to public education, I have continued to maintain my Idaho teaching endorsement as well as my administrator endorsement. I have worked with pre-service teachers in aligning curriculum and accessing resources to meet state standards.

I recently completed a term on Idaho's Professional Standards Commission with two of those years serving as chair of the Standards Committee. Although these standards focus on the preparation of future teachers, spending time understanding standards, coordinating them with resources, and determining how to meet and measure specified standards has continued to strengthen my curricular development and alignment.

During my time as an educator, I have focused on curriculum alignment to standards, whether as a public educator or working with pre-service teachers. I would hope that my background and experiences would allow me to be a valuable member of the Curricular Materials Selection Committee by representing Idaho higher education.

Thank you for your consideration,

Dana A. Johnson

Dana A. Johnson, PH.D.



DANA A. JOHNSON, PH. D.

Academic Address:
Department of Teacher Education
148 Rigby Building
Brigham Young University- Idaho
Rexburg, Idaho 83460-1930
(208) 496-4115
johnsonda@byui.edu

Personal Address:
202 North 200 West
Blackfoot, Idaho 83221
208-604-5975

EDUCATION

- ❖ **PH.D.**, University of Idaho, Moscow, ID
May 2008
Dissertation: *Application of Mezirow's Transformational Learning Theory In A Multiple Case Study of First Year Elementary School Teachers*
Major: Education
Emphasis: Educational Leadership
- ❖ **M.Ed.**, Idaho State University, Pocatello, ID
May 1999
Masters Project Study: *Augusta County & Beech Mountain Institute – In the Wake of School Reform*
Educational Leadership
- ❖ **B.S.**, Idaho State University, Pocatello, ID
December 1992
Elementary Education

CURRENT CERTIFICATION

- ❖ **Administrator**
School Principal Pre-K- 12, Idaho
- ❖ **Standard Elementary**
All Subjects K – 8, Idaho

PROFESSIONAL EXPERIENCE

- ❖ **Professor of Teacher Education & TESOL**, Brigham Young University-Idaho, Rexburg, ID
2003 – Present
- ❖ **Accreditation/Program Reviewer of Educator Preparation Programs in Idaho:** NNU
(2018), College of Idaho (2018), Lewis-Clark (2017), University of Idaho (2016)
- ❖ **Dean**, Teacher Preparation Program, Brigham Young University-Idaho, Rexburg, ID
Jan. 2016 – Jan. 2018: Oversaw student teaching office, accreditation and curriculum
development
- ❖ **Idaho State Professional Standards Commission**, member Sept. 2015 – July 2018; Chair of
Standards Committee Sept. 2016 – July 2018
- ❖ **Idaho Association of Colleges of Teacher Education**, member Jan. 2015 – Jan. 2018; President
Elect/Secretary July 2017 – Jan. 2018; Treasurer June 2016 – July 2017
- ❖ **Idaho Coalition for Educator Preparation**, member Jan. 2015 – Jan. 2018
- ❖ **Associate Dean**, College of Education & Human Development, Brigham Young University-
Idaho, Rexburg, ID Jan. 2015 – April 2016
- ❖ **Elementary Education Program Director**, Brigham Young University-Idaho, Rexburg, ID
Jan. 2014 – Jan. 2015
- ❖ **Supervisor of Migrant and Summer Reading School**, Blackfoot, Idaho.
2000, 2001, 2002
- ❖ **Teacher**, Blackfoot, Idaho. Fifth grade, Third grade, English as a Second Language
Teacher for Kindergarteners.
1995-2002
- ❖ **Teacher**, Fort Hall, Idaho. Fort Hall Indian Reservation. Fifth grade, Third grade,
Second/Third Grade Combined Class
1993-1995

BYU-IDAHO COURSES TAUGHT

❖ **TESOL 200**

Fundamentals of TESOL

Required course for all TESOL education minors & TESOL minors

❖ **ED 448**

Assessment and Evaluation in Education

Required course for Elementary Education majors

❖ **ED 200**

History and Philosophy of Education

Required course for all Education majors

❖ **ED 304**

Educational Psychology

Required course for all Education majors

❖ **ED 312**

Culture and Diversity in Education

Required course for all Elementary, Early Childhood and TESOL majors

❖ **ED 492**

Student Teaching

Supervisor of student teaching experience

❖ **ED 449**

Elementary & Early Childhood Senior Practicum

Required course for all Elementary and Early Childhood majors

❖ **FD COM 201**

Foundations: Professional Communication

Required course for all incoming freshman

❖ **SPED 360**

Exceptional Students (6 – 12th grade)

Required course for all Secondary Education majors

UNIVERSITY ACTIVITIES & AWARDS

- ❖ BYU-Idaho Outstanding Faculty Recognition Award
2014, 2009
- ❖ University Learning and Teaching Committee member
2013 – 2015
- ❖ Wrote textbook *Creating Mighty Oaks – The History and Philosophy of American Education* for ED 200 course used for online and face-to-face courses for all elementary education majors
2012 – 2013
- ❖ Technology Chair & committee member: developed assessments to measure student competency in use of technology; course alignment of technology use
2010 – 2015
- ❖ Mentor to new hires and adjunct faculty
2004 – 2015
- ❖ Faculty Lead to Develop new course for elementary and special education majors: *ED 304: Development, Cognition and Understanding*
2014
- ❖ Faculty Lead to Develop online curriculum and course for *ED 200: History and Philosophy of Education*: First online Teacher Education course offered at BYU-Idaho
2009
- ❖ Education Department representative to assist creating new foundation course for all incoming freshman: FD COM 201: *Professional Communication*
2008
- ❖ Coordinator of the methods course; assisting in the mapping of the course, evaluating course content and textbooks, supervision of students.
2005 - 2007
- ❖ Member of math committee; coordinating new math methods course and outlining course objectives and standards.
2005 – 2009

PRESENTATIONS

- ❖ *Do You Know How Great You Are?* BYU-I World Wide Devotional; July 15, 2014, Rexburg, Idaho.
- ❖ *Powerful Assessment Practices Leading to Increased Student Learning.* Teacher In-service Training, Blackfoot, Idaho 2013
- ❖ *Transformational Learning in Beginning Teachers.* Northwest Association of Teacher Educators Conference, Seattle University, 2009
- ❖ *Experiencing a Change through Reading.* Children and Young Adult Literature Conference, Brigham Young University-Idaho 2009

ADDITIONAL TRAINING

- ❖ Framework for Teaching: Enhancing Professional Practice. Charlotte Danielson
- ❖ Assessment Training Institute. Rick Stiggins
- ❖ Mathematical Thinking for Instruction. Idaho State Department of Education

Elizabeth James
Curricular Materials Coordinator
Idaho State Department of Education
650 W. State Street, Boise, ID 83720

Dear Ms. James,

I am writing to you to express my interest in representing higher education on the State Curricular Materials Selection Committee. I have included my vitae for your review. I believe I have the qualifications you are looking for in a higher education representative. I have 14 years of experience in the classroom and this is my fourth year as a professor at Lewis-Clark State College. I teach courses that students need in order to earn their endorsement in literacy. They include: Children Literature, Psycholinguistics, Language and Literacy, Emergent Literacy, and Content Area Literacy. Students who take these courses are working toward elementary and secondary education certification. I am currently on the LCSC Curriculum Committee, have participated in the Idaho Higher Education Literacy Partnership (IHELP) and was a reviewer for the State of Idaho Curricular Review in June, 2017. In addition, I have attended several literacy workshops and trainings sponsored by the State which has allowed me to become familiar with how the State views the role of literacy in the school curriculum.

With my background as an experienced classroom teacher and a professor at a higher education institution, I have a unique perspective on the selection of curriculum to meet the Idaho Content Standards. I understand the importance of using curriculum that is a 'good fit' for the teacher, school, and the required standards. If you require additional information in order to make your selection for the higher education representative, don't hesitate to give me a call (208-596-6803) or email me at jkmagelky@lcsc.edu.

Respectfully,



Julie Magelky, PhD
Assistant Professor, Literacy
Room 203, Administration Building
500 8th Ave
Lewis-Clark State College
Lewiston, Idaho 83501



Julie K. Magelky, Ph.D.
Curriculum Vitae

Julie K. Magelky, Ph.D.
Assistant Professor, Literacy
Division of Teacher Education
Lewis-Clark State College
500 8th Avenue
Lewiston, Idaho 83501
W: 208-792-2285



Home:
1020 East B Street
Moscow, Idaho 83843
H: 208-882-9701
C: 208-596-6803

EDUCATION

Doctorate of Philosophy of Education, Cognate: Early Childhood Special Education, Literacy, Dissertation: *Perceptions of Families and Coaches on the Importance of Emergent Literacy Activities of Young Children with Disabilities*, College of Education, University of Idaho, 2014.

Master of Education, Major Field: Reading and Language Arts, additional Reading Resource Specialist Certification, Washington State University, Pullman, Washington, 1989.

Bachelor's Degree, Education, Elementary Education with Reading Emphasis, Lewis-Clark State College, Lewiston, Idaho, 1979.

Completed courses toward degree in Elementary Education, University of Idaho, Moscow, Idaho, 1975-1978.

EXPERIENCE

2015-Present Assistant Professor, Literacy, Division of Teacher Education, Lewis-Clark State College. Responsible for designing and delivery of content for literacy coursework (Psycholinguistics, Emergent Literacy, Children's Literature, and Content Area Reading) for the Literacy Endorsement offered through the Division of Teacher Education. Position is responsible for supervising interns, online and face-to-face course development, teaching, scholarly activities and professional development. Lead for the literacy team within the Division.

2001-2015

Center on Disabilities and Human Development,
University of Idaho

2004-2015, Director of Dissemination

Provide oversight of design and distribution for all promotional materials for CDHD, initiate and manage marketing plan, distribute curriculum and training materials created by projects, write and distribute press releases for CDHD and project events, manage CDHD homepage and Facebook postings. Supervised webmasters and interns for CDHD website. (2006-2012). Organized, promoted, and managed CDHD’s annual community Artwalk, 2004-2012.

2014-2015-Academic Manager, Faculty Lecturer, Literacy Assessment and Intervention, EDCI 466, College of Education.

Designed and delivered course content within a virtual classroom environment. Class delivered using BBLearn and Collaborate (3 semesters). Students who successfully completed the course, met the ICLA 3 requirement.

2006-2009-Interim Associate Director

Responsible for general center management, which included authorizing and monitoring center budgets, grant origination, writing, interpreting and applying university policies, hiring, promoting, and evaluating staff, trainees, self-advocates, and resolving personnel matters..

2001-2010- Project Coordinator/Project Director

Family Support 360 Project

Oversight provided for federal grant which included the submission of grant through Projects of National Significance. Program development in partnership with the Idaho Department of Health and Welfare including a Logic Model, strategies for implementation of the goals, and a formal evaluation of the outcomes of the project. Project established two regional Family Support offices (Idaho Falls and Lewiston) to assist families who have a member with a disability who had a financial need for equipment, training, and resources.

2007

Instructor, *Introduction to Early Childhood*, FCS 210

Family and Consumer Sciences, College of Agriculture, University of Idaho, fall semester

2002-2005 2012-2015	Adjunct Faculty, <i>Diagnosis and Assessment of Reading Difficulties</i> , EDTE 466, University of Idaho, Moscow, Idaho
2001	Adjunct Faculty, <i>Survey of Language Arts</i> , T&L 306, Washington State University, fall semester Adjunct Faculty, <i>Children's Literature</i> , T&L 307, Washington State University, fall semester
1990-2001	Classroom Teacher-Olympia, Washington. Kindergarten, First Grade, Reading Specialist, Special Education
1989-1990	Adjunct Faculty-Washington State University, Teaching and Learning, Introduction to Exceptional Children, Pullman, Washington
1982-1985	Classroom Teacher- Kindergarten, Lewiston, Idaho
1980-1981	Classroom Teacher-Preschool Teacher, Walla Walla Community College, Clarkston, Washington

UNIVERSITY AND COLLEGE TEACHING EXPERIENCE

2015-Present	Assistant Professor, Literacy Lewis-Clark State College Lewiston, Idaho
2012-2015	Faculty Lecturer University of Idaho Moscow, Idaho
2007	Adjunct faculty University of Idaho Moscow, Idaho
2002-2005	Adjunct faculty University of Idaho Moscow, Idaho
2001	Adjunct faculty 2 courses Washington State University
1989-1990	Adjunct Faculty Washington State University

Pullman, Washington

COURSES DEVELOPED AND TAUGHT

Lewis-Clark State College

RE 301-P60 Psycholinguistics, Language, and Literacy (Distance Learning)
RE 301 Psycholinguistics, Language, and Literacy (Face to Face)
RE 303 Emergent Literacy (Distance Learning)
RE 422 Reading in the Content Area (Distance Learning)
RE 217 Children's Literature and Storytelling (Distance Learning)

University of Idaho

EDCI 466 Literacy Assessment and Intervention (New Title) (Distance Learning)
EDCI 466 Diagnosis and Assessment of Reading Difficulties (Face to Face)
FCS 210 Introduction to Early Childhood (Hybrid)

Washington State University

T & L 306 Survey of Language Arts
T & L 307 Children's Literature
T & L Introduction to Exceptional Children

RESEARCH

2014-2015 -*Supporting Adaptability through Authentic Assessments among Preservice Teachers*, Vaughn, Margaret and Magelky, Julie, IRB approved qualitative research involving UI education students participating in face-to face and virtual classrooms.

2013-2014- *Perceptions of Families and Coaches on the Importance of Emergent Literacy Activities of Young Children with Disabilities*, research conducted in partial fulfillment of the requirements for the Degree of Doctorate of Philosophy.

PROFESSIONAL WRITING

Publications

Magelky, J., *Perceptions of Families and Coaches on the Importance of Emergent Literacy Activities of Young Children with Disabilities* (A Dissertation presented in partial fulfillment of the requirements for the Degree of Ph.D. Defended October, 2014).

Magelky, J., *Its Simple: Families Will Tell You What They Need: A Family-Centered Model for Supporting Families who Have a Member with a Disability*, Article written for Ph.D. Preliminary Exam, May, 2010. University of Idaho.

Maring, Dr. Gerald and Magelky, Julie K. *Effective Communication: Key to Parent/Community Involvement*. The Reading Teacher, April 1990, Washington State University.

Grant Writing

Vaughn, M., Magelky, J., Adaptive Literacy Leaders, Teachers as Learners RFP, James S. McDonnell Foundation, 2017, unfunded.

Magelky, J., Professional Development Fund, Grant proposal to send one staff member to the International Literacy Association National Conference, Boston, Mass., July 2016, funded.

Magelky, J. Faculty Professional Development, Grant proposal to send four staff members and students to the International Literacy Association National Conference, March, 2016, unfunded

Wappett, M., Balanoff, Trina, Magelky, J., Rios, L., Everybody Works! Idaho Project, \$400,000/year for five years, July 2012, unfunded.

Fodor, J., Carson, J., Magelky, J., Rios, L., Idaho Discovery Accessible Media Project: Stepping-Up Technology Implementation, Office of Special Education and Rehabilitative Services, Department of Education, \$500,000/year for five years, June 2012, unfunded.

Magelky, J. and Wappett, M., Idaho Community Access Project (ICAP), Administration on Developmental Disabilities, 2010, unfunded.

Fodor, J. and Magelky, J., Idaho, Family Support 360 Project, Administration on Developmental Disabilities, 5 years funded at \$250,000/year, 2004-2009.

Wappett, M., Magelky, Julie, Warren, Tracy, and Smith, Jill, Person Centered Planning, Idaho Division of Medicaid, Funded 2008.

Magelky, J., Idaho National Service Inclusion Project, National Service Inclusion Project, \$20,000/year, Funded 2009.

Magelky, J., Community Accessible Garden, University of Idaho, \$1,500, Funded 2009.

PRESENTATIONS

- 2017 Magelky, J. How to Discover Your Active Side in an Online Environment: A Beginner’s Guide, Active Learning Symposium, University of Idaho, May 1, 2017.
- 2015 Vaughn, M. and Magelky, J., Exploring Teacher Adaptability in a Face to Face and Online Undergraduate Literacy Course, Association of Literacy and Education Researchers (ALER), Costa Mesa, California, November 6, 7, 2015 Presentation accepted, neither speaker attended due to weather restrictions.
- 2015 Magelky, J., Do you have “Common Cents” for Independence? Tools for Life Transition Conference. March 2015.

- 2006 Magelky, J., Review of Idaho Family Support, Senate Health and Welfare Committee, Idaho Legislature, February 2006.
- 2006 Magelky, J. and Smith, J., Developing Family Centered Resources, Tools for Life Conference, Boise, Idaho February 2006.
- 1999 Magelky, J., and Santora, G., Data Collection and Instruction, First Steps Best Practices Workshop, Olympia School District, March 1999.
- 1996 Magelky, J., Supporting Students with Special Needs in the Least Restrictive Environment, Center for Supportive Education, McKenny Elementary, Olympia, Washington, March 23 and 24, 1996.
- 1996 Magelky, J., Helping Kids Learn to Read, An Educational Assistant Workshop, Olympia School District. March 4, 1996.
- 1996 Magelky, J. and King, P., Building Strong Teams and Supportive Strategies for Diverse Learner, Center for Supportive Education Conference, Fife, Washington, June 27 and 28, 1996.

EARNED TEACHING CERTIFICATES

Washington

Reading Resource Specialist, 1990-2006

Continuing Teacher Certificate, 1990-2006

Endorsements:

K-12	Special Education	4-12	Social Studies
K-12	Reading	4-12	Anthropology
K-8	Elementary Education	4-12	Psychology
4-12	English/ Language Arts	4-12	Sociology

Idaho

Advanced Elementary Certificate, 9/1/89-9/01/94

Endorsements: All subjects K-8, Reading K-12

Standard Elementary Certificate, 1/18/80-9/01/89

Endorsements: All subjects K-8

SERVICE AND LEADERSHIP

2018-present	Member of the LCSC Curriculum Committee
2018-present	Chair for one search committee and a member of one additional search committee.
2017	Chair for five search committees and member of two additional search committees
2017	2018 Curricular Review Team for the Idaho State Department of Education
2017 Fall	Division of Education Mentor Program
2017-Present	Field Council Representative for Idaho, Literacy Research Association, International Literacy Association
2017	Board Member, Inland North West Reading Council, Regional Council for International Literacy Association
2016F-2017S	Professional Education Committee (PEC), faculty representative
2016-2017	Faculty Mentor for Idaho Literacy Club for Young Professionals, Student Club
2016-Present	Active Learning Discussion Circle, in support of the Active Learning Symposium, Doceo Center, University of Idaho
2015-2017	LCSC Communication Committee, faculty representative
2015-2017	Idaho Higher Education Literacy Partnership (IHELP), LCSC Representative for statewide group
2008-Present	Idaho Impact, Inc., Non-Profit supporting community activities for people with disabilities, President
2015	Spalding Survey-Dean Flores requested my input on a survey to determine office space needs within the building in preparation for a future remodel, October, 2015
2011-2015	ADA Taskforce, University of Idaho
2001-2015	Lead and participant in workgroups to support CDHD activities: Grant writing and origination, Dissemination group, Technology workgroup, Core leadership

2008-2010 Person Centered Planning, Stakeholder Advisory Group, Idaho Council on Developmental Disabilities

2004-2006 Interagency Coordinating Council, Idaho Infant and Toddler Program, Governor appointment

PROFESSIONAL DEVELOPMENT

2018 New IRI Training, Facilitated by Istation and Idaho Department of Education, Lewis-Clark State College, September 27.

2018 Region I Literacy Workshop K-3, Sponsored by Idaho Coaching Network, July 17.

2018 Region II: O Spring Conference, hosted by the Idaho ELA Literacy Coaches, Lewiston, Idaho (Spring)

2016 Attended the International Literacy Association annual Conference, Boston, Mass.

2016 North Idaho Association for the Education of Young Children Early Childhood Conference, Coeur d'Alene, Idaho, October 22, 2016

2016 Campus Conversation (mission, core themes, and strategic enrollment), Facilitated by Dr. Lori Stinson, Provost. (Fall)

2016 International Literacy Association Conference, Boston, Mass., July 2016

2016 Active Learning Discussion Circle, Doceo Center, University of Idaho (bi-weekly until March 2016)

2015 Idaho Reading & Literacy Summit, Boise, Idaho, November, 2015

2015 Academic Advising Training, Lewis-Clark State College, September and November, 2015

2015 Faculty Blackboard Showcase, Lewis-Clark State College, October, 2015

2015 Danielson Framework Certification, July 2015

PROFESSIONAL MEMBERSHIPS

- 2017 Literacy Research Association (LRA), International Literacy Association
- 2016-Present Inland North West Reading Council (INWRC), Regional Council for International Reading Council
- 2016-2017 National Association for the Education of Young Children (NAEYC)
- 2015-2016 Association of Literacy Education Researchers (ALER)
- 1990-Present International Reading Association (ILA)



University
of Idaho

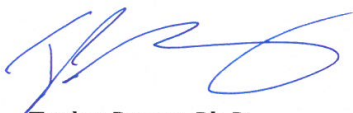
October 1, 2018

To Whom It May Concern:

I am very interested in serving on the Curricular Materials Selection Committee for the Idaho State Board and Department of Education. As an Idaho-certified teacher and administrator, parent, and faculty member focused on the preparation of educators, I am confident my participation will add great value to the work of the committee and my own understanding of the curriculum taught in Idaho schools.

At the University of Idaho, we maintain a library of all state-approved curricula for use by our teacher candidates. They interact with those curricula to build understanding, develop lessons, and intervene with struggling students. I have seen the value of maintaining a state database of approved materials and would appreciate the opportunity to perpetuate those efforts.

Sincerely,



Taylor Raney, Ph.D.
Director of Teacher Education
Associate Chair, Department of Curriculum and Instruction
College of Education, Health and Human Sciences
University of Idaho

CURRICULUM VITAE

University of Idaho

NAME: Taylor Raney

DATE: September 20, 2018

RANK OR TITLE: Director of Teacher Education, Associate Department Chair and Clinical Associate Professor of Curriculum and Instruction

DEPARTMENT: Curriculum and Instruction

OFFICE LOCATION AND CAMPUS ZIP:

Education Building 507
Mail Stop 3080

OFFICE PHONE: (208) 885-1027

FAX: (208) 885-6761

EMAIL: tcraney@uidaho.edu

WEB: www.uidaho.edu/ed/ci/taylorraney

DATE OF FIRST EMPLOYMENT AT UI: June 21, 2015

DATE OF PRESENT RANK OR TITLE: June 21, 2015

EDUCATION BEYOND HIGH SCHOOL:

Degrees:

Ph.D. (2015) Northwest Nazarene University, Educational Leadership
Ed.S. (2013) Northwest Nazarene University, Educational Administration - Superintendency
M.Ed. (2012) Northwest Nazarene University, Curriculum and Instruction
M.Ed. (2006) Northwest Nazarene University, Educational Administration – Principalship
B.S.Ed. (2002) University of Idaho, Secondary Education

Certificates and Licenses:

Idaho Standard Secondary Credential: English 6/12, French K/12, Humanities 6/12, Psychology 6/12
Idaho Standard Administrator: School Principal PreK/12, Superintendent

EXPERIENCE:

Teaching Appointments:

2015–Present Clinical Associate Professor, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2003–2008 Secondary Teacher, West Junior & Boise Senior High Schools, Boise School District, Boise, ID

Academic Administrative Appointments:

2018–Present Associate Chair, Department of Curriculum and Instruction, College of Education, Health and Human Sciences, University of Idaho, Moscow, ID
2015–Present Director of Teacher Education, College of Education, Health and Human Sciences, University of Idaho, Moscow, ID
2015–Present Chief Certification Officer, College of Education, Health and Human Sciences, University of Idaho, Moscow, ID
2015–Present Elementary Program Coordinator, College of Education, Health and Human Sciences, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2015–Present Secondary Program Coordinator, College of Education, Health and Human Sciences, Department of Curriculum and Instruction, University of Idaho, Moscow, ID
2013–2015 Director of Teacher Certification, Idaho State Department of Education, Boise, ID
2013–2015 Director of Professional Standards, Idaho State Department of Education, Boise, ID
2008–2013 Elementary School Principal, Caldwell School District, Caldwell

TEACHING ACCOMPLISHMENTS:

Areas of Specialization:

Curriculum and Instruction
Educational Leadership

Courses Taught:

Spring 2019 EDCI 409, Integrated Methods Practicum II
Fall 2018 EDCI 201, Contexts of Education
Summer 2018 EDCI 599, Non-thesis Master's Research
Spring 2018 EDCI 599, Non-thesis Master's Research
Fall 2017 EDCI 201, Contexts of Education
Fall 2017 ISEM 301, Alcohol and Drug Prevention
Summer 2017 EDAD 595, Administration and Supervision of Personnel
Spring 2017 ISEM 301, Alcohol and Drug Prevention
Fall 2016 EDCI 301, Learning, Development, and Assessment
Fall 2016 ISEM 301, Alcohol and Drug Prevention
Summer 2016 EDAD 534, The Principalship
Summer 2016 EDAD 595, Administration and Supervision of Personnel
Spring 2016 ISEM 301, Alcohol and Drug Prevention
Fall 2015 EDCI 301, Learning, Development, and Assessment

SCHOLARSHIP ACCOMPLISHMENTS:

Technical/Professional Reports:

- Raney, T.** (2015, May). Mathematics teacher certification in Idaho. Idaho Math Education Collaborative in Boise, ID.
- Raney, T.** (2015, January). Idaho tiered teacher licensure: Anticipated outcomes. Boise State University.
- Raney, T.** (2014, December). Issues in teacher certification. Teacher Education Coordinating Committee, University of Idaho
- Raney, T.** (2014, November). Tiered teacher licensure: What can the new teacher expect? Northwest Nazarene University.
- Raney, T.** (2014, October). Tiered licensure: Expected outcomes and ramifications. Lewis-Clark State College.
- Raney, T., Clark, L., Kellerer, P., Gramer, R.** (2014, August). Idaho Board of Education vision for tiered teacher licensure in Idaho. Idaho School Superintendents' Annual Conference in Boise, ID.
- Raney, T.** (2014, July). Tiered teacher licensure: Other states' requirements and outcomes. Idaho State Board of Education.
- Raney, T.** (2014, April). Educator ethics: What school administration and leadership should know and do to support student safety. University of Idaho – Boise.

Refereed Presentations at International, National, Regional, State, and Local Conferences:

- Rickey, D., **Raney, T.**, Pietryka, D., & DeGuire, D. (2019). TITLE. Ted Andrews Winter Symposium, National Association of State Directors of Teacher Education and Certification, San Diego, CA.
- Raney, T., Sanchez, L., Lord, J., Neill, M., Snow, J., & Colon, L.** (2018). The power of collaboration in the Idaho Coalition for Educator Preparation. National Association of State Directors of Teacher Education and Certification Conference in Minneapolis, MN.
- Raney, T., Snow, J., Sanchez, L., Kellerer, P., & VanMullem, H.** (2017). EPP collaboration for continuous improvement across programs. American Association of Colleges of Teacher Education Annual Conference in Tampa, FL.

- Raney, T.,** Snow, J., Sanchez, L., & Linder, C. (2015, November). Elevating the profession: Toward a continuum of professional learning. Idaho School Boards Association Annual Convention in Coeur d'Alene, ID.
- Raney, T.,** Sanchez, L., & Kellerer, P. (2015, October). Impact on reading fluency of double-dosed tier-one instruction for struggling kindergarten students. Northern Rocky Mountain Educational Research Association Conference in Boise, ID.
- Raney, T.** (2015, March). Educator ethics in a digital world. Idaho State Prevention Conference in Sun Valley, ID.
- Raney, T. & Haas, S.** (2014, August). Trends in educator ethics in Idaho. Idaho Association of School Administrators (IASA) Summer Leadership Conference in Boise, ID.
- Losee, L., Wallace, J., **Raney, T.,** & Barzee, S. (2014, May). NTEP: Mapping our state's progress to transform educator preparation. 4th National Summit on Educator Effectiveness in San Antonio, TX. Kennedy, T., Sharrard, J., Serna, I., Johnston, H.,
- Raney, T.,** & Hammond, K. (2002, October). FLES K-6: Improving public awareness and support of elementary foreign language education programs. Idaho Association of Teachers of Language and Culture Annual Conference in Boise, ID.

SERVICE:

Major Committee Assignments:

University Level, Campus-wide

Chair, Teacher Education Coordinating Committee, 2015-present

Member, University Curriculum Committee, 2016-present

Chair, 2018-2019

Member, Academic Strategic Steering Committee, 2018-present

Member, Dismissal Hearings Committee, 2018-present

College Level, College of Education, Health and Human Sciences

Member, Leadership Team, 2015-present

Member, Search Committee, Dean of College, 2015-2016

Chair, Search Committee, Director of Student Services, 2015-2016

Chair, Teacher Education Academic Appeals Committee, 2015-present

Co-Chair, ad hoc faculty promotion bylaw committee, 2017

Member, College Coordinating Committee, 2015-present

Member, Teacher Career Fair Steering Committee, 2015-present

Member, Search Committee, Student Services Support Staff, 2018

Member, (Specific Faculty Member) Promotion Committee, Fall 2018

Member, Search Committee, Art Education Faculty, AY 2018-19

Departmental Level, Curriculum and Instruction

Committee Member, Clinical Faculty Third Year Review, 2015-2016

Member, Search Committee, Special Education Faculty, 2016

Chair, Core and Elementary/Secondary Program Revision Committee, 2015-2017

Member, IKEEP Advisory Board, 2016-present

Professional and Scholarly Organizations:

National Association of State Directors of Teacher Education and Certification, 2013-present

Idaho Association of School Administrators, 2008-present

Idaho School Superintendents' Association, 2013-present

Outreach Service:

Council for the Accreditation of Educator Preparation Reviewer, 2016-present
Media Outreach Faculty Expert, Education Issues, University of Idaho, 2016-present
National Association of State Directors of Teacher Education and Certification Professional Development Committee, 2016 – present
Professional Evaluation Review Committee (Idaho Department of Education), 2015
Idaho Equitable Access to Excellent Educators Committee (Idaho Department of Education), 2014-present
Idaho Coalition for Educator Preparation, Chair, 2013-present
Idaho Association of Colleges of Teacher Education, 2013-2015
Regions I and II Idaho School Superintendents' Association University of Idaho Liaison, 2015-present
Idaho Rural Schools Collaborative, 2015-present
Idaho Professional Standards Commission, Elementary Principal Representative, 2011-2013
Idaho Professional Standards Commission, Higher Education Representative, 2016-present
Inclusive Education Task Force, Idaho Council on Developmental Disabilities, 2014-2017
Elementary Standards Review, Professional Standards Commission, January 2015
Core Standards Review, Professional Standards Commission, November 2016
CAEP Accreditation Team, Midwestern State University, 2017 – 2018

Graduate Committees:

Northwest Nazarene University – Doctor of Philosophy

Harris, Dana

Hicks, Serena

McMillan, Kendra

Ziegler, Scott

University of Idaho – Doctor of Philosophy

Charbonneau, Krisha

Community Service:

Board of Directors: Family Advocates of Idaho, 2013-2015

Editorial Board: Idaho Press Tribune, 2012

Historical Preservation Commission of Moscow, 2016-2017

Honors and Awards:

Idaho Business Review: Accomplished Under 40, 2014

PROFESSIONAL DEVELOPMENT:

Scholarship:

2015, October. *Northern Rocky Mountain Educational Research Association Conference*. Boise, ID.

2018, March: *American Association of Colleges of Teacher Education Conference*, Baltimore, MD.

Advising:

2015, September. *University of Idaho 12th Annual Advising Symposium*. Moscow, ID.

Administration/Management:

2014, January: *Network for Transforming Educator Preparation*. Atlanta, GA.

2014, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.

2014, April: *Developing Student Learning Objectives Summit*, National Education Association. Minneapolis, MN.

2014, May: *State Consortium on Educator Effectiveness*. San Antonio, TX.

2014, June: *Annual Convention*, National Association of State Directors of Teacher Education and Certification. Kansas City, MO.

- 2014, June: *Network for Transforming Educator Preparation*. San Francisco, CA.
- 2015, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.
- 2015, April: *Network for Transforming Educator Preparation*. Durham, NC.
- 2015, May: *State Consortium on Educator Effectiveness*. Atlanta, GA.
- 2015, June: *Annual Convention, National Association of State Directors of Teacher Education and Certification*. Atlanta, GA.
- 2015, November: *Idaho School Boards Association Annual Convention*. Coeur d'Alene, ID.
- 2016, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.
- 2016, June: *Annual Convention, National Association of State Directors of Teacher Education and Certification*. Philadelphia, PA.
- 2016, October: *Council for the Accreditation of Educator Preparation Fall Conference*, Washington, D.C.
- 2017, January: *Ted Andrews NASDTEC Winter Symposium*, San Diego, CA.
- 2017, March: *American Association of Colleges of Teacher Education Conference*, Tampa, FL.
- 2017, June: *Annual Convention: National Association of State Directors of Teacher Education and Certification*. New Orleans, LA.
- 2017, September: *Council for the Accreditation of Educator Preparation Fall Conference*, Washington, D.C.
- 2018, January: *Ted Andrews NASDTEC Winter Symposium*, San Diego, CA.
- 2018, April: *American Educational Research Association*, New York, NY.
- 2018, July: *American Council on Education Leadership Academy*, Alexandria, VA.
- 2019, January: *National Association of State Directors of Teacher Education and Certification Winter Symposium*, San Diego, CA.
- 2019, March: *Council for the Accreditation of Educator Preparation Spring Conference*, Denver, CO.

From: Bonnie Farmin
To: [Elizabeth James](#)
Subject: Re: Curriculum Committee
Date: Sunday, September 30, 2018 11:03:23 PM
Attachments: [image001.png](#)
[image002.png](#)

Please accept this email as my interest in filling the vacancy as the school board trustee representative on the state curricular materials committee. I am currently a trustee on the Joint School District #391 Board and serve as the vice chair. I serve as the trustee representative for several committees including the curriculum advisory committee.

I have been retired for 5 years after working for the school district for 34 years. During that time I was an elementary and middle school teacher and moved to the district office. During that time I was the Curriculum Director, Title I Director, Assessment Coordinator, and, for a time, the principal of the alternative school. I worked with teachers and principals on all areas of the curriculum, including professional - technical. I also served on several state committees working on developing state standards, prior to the CCSS.

Please feel free to contact me if there is any other information I can send you.

Bonnie Farmin

Bonnie A. Farmin

302 Emerald Drive
Kellogg, Idaho 83837
Phone: 208-786-8131

Email: bonnie.farmin83837@gmail.com

Education

Bachelor of Arts in Education	Eastern Washington University	1979
Masters of Arts in Education	University of Idaho	1987
Educational Specialist in Educational Administration	University of Idaho	1997

Experience

Elementary Teacher	Joint School District #391	1979-1987
Middle School Teacher	Joint School District #391	1988-1995
Consulting Teacher	Joint School District #391	1995-1996

Facilitated development of the first strategic plan for the school district.

Curriculum Coordinator Joint School District #391 1996-2005
Coordinated efforts to review and update curriculum in all content areas,
Coordinated review and identification of curricular materials recommended to the
Board of Trustees for purchase.
Facilitated the publishing of curriculum in all areas to paper documents and to the
district website.

Collaborated to product the annual Consolidated Grant Plan, Gifted and Talented
Plan, Safe and Drug Free Schools Plan, and other grants as identified e.g., Couer
D'Alene, Idaho Tribe Education Grant

Director of Curriculum, Instruction and Assessment Joint School District #391
2005-2012

Coordinated efforts to review and update curriculum in all content areas to meet state
standards.
Coordinated review and identification of curricular materials recommended to the
Board of Trustees for purchase.
Facilitated the publishing of curriculum in all areas to paper documents and to the
district website.
Coordinated professional development opportunities for teachers, para-educators
and administrators
Facilitated testing, including Direct Writing Assessment, Direct Mathematics
Assessment, Idaho Reading Indicator, and Idaho State Assessment Test.
Served as Title I Director
Served as Safe and Drug Free Schools Director
Served as Title II Administrator
Served as McKinley-Vento Homeless Director
Served as the principal of Silver Valley Alternative High School for the final 3
years preceding closure of the school
Served as the principle grant writer for the district.

Served as the district representative to the regional Safe and Drug Free Schools organization, Tech-Prep, and Technology Education.

Served on various State Department of Education committees, including development of state standards in reading, k-3, health, k-12, math, 3-8, and social studies, k-8.

2012 –Present

Retired from Joint School District #391 in 2012

Elected to Joint School District #391 Board of Trustees in 2017

Appointed alternate for Region I small district representative to ISBA 2017

Appointed to Title I Committee of Practitioners as the board of trustees representative

Aaron McKinnon

State Department of Education Science Coordinator

208-387-0477 amckinnon@sde.idaho.gov

Dedicated science educator with twenty two years of experience creating and implementing science curriculum, combining extensive content and pedagogical knowledge with broad and motivating leadership skills to elevate student and professional performance.

Pedagogy and Science Content Expertise

- Physical Science Curriculum and Course Developer for the State of Idaho, the Boise School District and the Idaho Digital Learning Academy.
- Physical Science End of Course Exam writer for the State of Idaho and the Boise School District.
- Teacher Trainer and Workshop Developer for the Boise School District, the Idaho Education Association, iSTEM, the Idaho Science Teachers Association and the Osher Lifelong Learning Institute. Topics have included:
 - Teaching Through Science Inquiry, Differentiated Science Inquiry, Standards Based Assessment and Course Development, Sheltered Language Instruction, Properties of Matter
- Boise State National Writing Project Science and Inquiry Institute and Fellowship (2017-2018)
- NASA teacher training at three different sites: Ames Research Center; Edwards Air Force Base; Langley, Virginia.

Leadership Experience

- Initiated and Chaired the first Education Super Conference in over 22 years including all content areas for over 1200 statewide educators.
- Past President (2014-16), Past Regional Representative (2012-14), and Current Treasurer of the Idaho Science Teachers Association.
- Various school, district and community leadership positions including:
 - Department Chair, Team Leader, Technology Coordinator, New Teacher Mentor, AVID Committee, Textbook Adoption Committees, Tennis Coach, Future City Coach, BSA Scoutmaster
- Educational Liaison with the U.S.S Boise Nuclear Submarine 2010-12
- Milken Educator of the year 2009
- Teacher Representative to the NASA Idaho Space Grant Consortium

Dedication to the Profession

- 22 years teaching; 16 years at South Junior High with a large percentage of English Language Learners and free and reduced populations.
- Developed and taught the Boise School District's initial Physical Science course for refugee students with limited English skills.
- Appointed to several statewide committees including
 - State Board of Education
 - Master Educator Premium (2016-2017)
 - State Department of Education
 - Physical Science Standards and Curriculum (2001)
 - Students Come First Initiative (2012-13)
- National Board Certified (NBPTS-2011)
- 96% student passing rate in Physical Science
- Presented perspectives and opinions to the Idaho Senate and House Education Committees, 2018.

Educational Background

- Master of Arts in Education; Curriculum and Instruction; Boise State University; 2002
- 46 Credits Beyond Masters Degree
- Bachelors; Earth Science Education; Boise State University; 1996

**CONSENT
FEBRUARY 14, 2019**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates

REFERENCE

December 2017	Board approved seventeen (17) provisional certificates for the 2017-18 school year.
February 2018	Board approved seven (7) provisional certificates for the 2017-18 school year.
April 2018	Board approved three (3) provisional certificates for the 2017-18 school year.
June 2018	Board approved six (6) provisional certificates for the 2017-18 school year.
October 2018	Board approved one (1) provisional certificate for the 2018-19 school year.
December 2018	Board approved twenty-two (22) provisional certificates for the 2018-19 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment

BACKGROUND/DISCUSSION

Forty-eight (48) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a district/charter to request one-year emergency provisional certification for a candidate who does not hold a current Idaho certificate/ credential but has "not less than two years of college training" to fill an area of need that requires certification. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

American Falls Joint School District #381

Applicant Name: Crompton, Robert

Content & Grade Range: Computer Science 6-12

Educational Level: MA, Physical Education 8/2014

Declared Emergency: November 19, 2018, American Falls School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. Mr. Crompton was the best candidate for the position with his prior experience.

CONSENT
FEBRUARY 14, 2019

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends American Falls School District's request for Robert Crompton without reservation.

American Heritage Charter School, Inc. #482

Applicant Name: Peterson, Derek

Content & Grade Range: Natural Science 6-12

Educational Level: BS, University Studies 4/2018

Declared Emergency: August 2, 2018, American Heritage Charter School Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: Two applicants turned down the offer. The applicant that was chosen had more science background. The candidate is enrolled in ABCTE, but was unable to qualify on the Uniform Standard for Evaluating Content Competency.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends American Heritage Charter School Inc.'s request for Derek Peterson without reservation.

Anser of Idaho, Inc. #492

Applicant Name: Wilson, Sarah

Content & Grade Range: All Subjects K-8

Certified: Instructional interim certificate for All Subjects K/8 expired and requirements were not met.

Declared Emergency: October 16, 2018, Anser of Idaho, Inc. Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were no applicants as the position was not posted. District was unaware that she was unable to pass the Praxis exam.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Anser of Idaho, Inc.'s request for Sarah Wilson without reservation.

Bliss Joint School District #234

Applicant Name: Helmick, Sarah

Content & Grade Range: Agriculture Science and Technology 6-12

Certified: She currently holds the Standard Occupational Specialist certificate with Agriculture Business & Management and Farm & Ranch Management endorsements.

Declared Emergency: November 12, 2018, Bliss Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: Due to CTE Assignment Credential Manual changes the application was necessary. Sarah has taught these classes for four years and due to changes, will have to become certified in the future to continue full-time status.

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PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Bliss Joint School District's request for Sarah Helmick without reservation.

Bliss Joint School District #234

Applicant Name: Kamphaus, Emily

Content & Grade Range: Natural Science, Biological Science and Health 6-12

Certified: She currently holds the Pupil Service Staff certificate with School Counselor endorsement.

Declared Emergency: September 10, 2018, Bliss Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were no applicants. Ms. Kamphaus was a part-time counselor with high school interest and advanced credits in her high school and undergrad work.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Bliss Joint School District's request for Emily Kamphaus without reservation.

Boise Independent School District #1

Applicant Name: Hanson, Adam

Content & Grade Range: Agriculture Science and Technology 6-12

Certified: He currently holds the Standard Instructional certificate with Natural and Biological Science 6-12 endorsements.

Declared Emergency: November 12, 2018, Boise Independent School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: Due to CTE Assignment Credential Manual changes the application was necessary. Candidate is uniquely qualified to teach these courses despite not holding the Agricultural Science and Technology endorsement.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Boise Independent School District's request for Adam Hanson without reservation.

Bonneville Joint School District #93

Applicant Name: Stocking, Larry

Content & Grade Range: Emergency Medical Technician 6-12

Educational Level: MA, Health Education 12/1993

Declared Emergency: September 12, 2018, Bonneville Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were two applicants and two interviews. Neither applicant was certified, but Mr. Stocking had several years of prior teaching experience. He taught at the college level for nine years and also taught one year

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of high school. He is currently in the process of reinstating his EMT license and working with SDE Teacher Certification to become certified.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Bonneville Joint School District's request for Larry Stocking without reservation.

Boundary County School District #101

Applicant Name: Lucas, Angela

Content & Grade Range: All Subjects K-8

Educational Level: No degree, 40 college credits

Declared Emergency: September 24, 2018, Boundary County School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were four applicants and four interviews. Ms. Lucas was the top choice of the interview committee based on her experience teaching a non-traditional setting of catholic school for 14 years and home school for 22 and her pedagogy and solid understanding of the curriculum. Additionally, she was already working in the school that she was hired and had a solid relationship with parents and students and an understanding of the rural school's culture. Other applicants were out of state and acquired other positions.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Boundary County School District's request for Angela Lucas without reservation.

Camas County School District #121

Applicant Name: Lee, Lindsey

Content & Grade Range: All Subjects K-8

Educational Level: BS, Psychology 5/2011

Declared Emergency: August 13, 2018, Camas County School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were four applicants and three interviewed. The only certified candidate withdrew his application and Ms. Lee was determined to be the most qualified candidate.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Camas County School District's request for Lindsey Lee without reservation.

Cassia County Joint School District #151

Applicant Name: Davis, Benjamin

Content & Grade Range: Economics, Social Studies, and Physics 6-12

Educational Level: BS, Physics 7/2018

Declared Emergency: April 19, 2018, Cassia County Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

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Summary of Recruitment Efforts: There were 10 candidates and four interviews. The hiring committee consisted of teachers, parents, administration and a district representative. He was selected as the best candidate.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Cassia Joint School District's request for Benjamin Davis without reservation.

Cassia County Joint School District #151

Applicant Name: Koepnick, Kimberly

Content & Grade Range: All Subjects K-8

Educational Level: No degree, 116 college credits

Declared Emergency: December 20, 2018, Cassia County Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were four applicants and four interviews. Kimberly came with high recommendation with a full year of experience in the sixth grade from Raft River. Other candidates did not have any certification/experience.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Cassia Joint School District's request for Kimberly Koepnick without reservation.

Cassia County Joint School District #151

Applicant Name: Martinez, Ernie

Content & Grade Range: All Subjects K-8

Educational Level: BA, Early Childhood Education 9/2011

Declared Emergency: December 20, 2018, Cassia County Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. The other two accepted jobs at another school district.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Cassia County Joint School District's request for Ernie Martinez without reservation.

Challis Joint School District #181

Applicant Name: Arnold, Alton

Content & Grade Range: Biological Science and Chemistry 6-12

Educational Level: BS, Business Administration/Marketing 7/2014

Declared Emergency: August 8, 2018, Minidoka School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were four applicants and two interviews. Mr. Arnold was the best qualified candidate. The candidate is enrolled in Grand Canyon University, but was unable to qualify on the Uniform Standard for Evaluating Content Competency.

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PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Challis Joint School District's request for Alton Arnold without reservation.

Forrester Academy, Inc #495

Applicant Name: Summers, Sara

Content & Grade Range: All Subjects K-8

Educational Level: BS, Child Development 7/2015

Declared Emergency: January 17, 2019, Forrester Academy Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: Ms Summers was on an Alternative Authorization for two years while working through the ABCTE program. She has passed the PTK assessment, but has failed the multiple section four times.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Forrester Academy's request for Sara Summers without reservation.

Gooding Joint School District #231

Applicant Name: Baumann, Tanner

Content & Grade Range: Physics 6-12

Educational Level: No degree, 122 college credits

Declared Emergency: August 14, 2018, Gooding Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were two applicants and two interviews. Neither candidate held a certificate. Mr. Baumann was considered to be the best applicant of the two and was already involve with students as a coach at the high school. He is enrolled in ABCTE and seeking certification with a Physics endorsement.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Gooding Joint School District's request for Tanner Baumann without reservation.

Gooding Joint School District #231

Applicant Name: Croasmun, Anthony

Content & Grade Range: All Subjects K-8

Educational Level: BS, Business/Accounting 4/2015

Declared Emergency: August 14, 2018, Gooding Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. None of the candidates held an Idaho teaching certificate. Anthony has past military experience and we felt this would help him with classroom management and also per policy gave him preference.

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PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Gooding Joint School District's request for Anthony Croasmun without reservation.

Gooding Joint School District #231

Applicant Name: Godfrey, Logan

Content & Grade Range: Mathematics 6-12

Educational Level: BS, University Studies 12/2016

Declared Emergency: August 14, 2018, Gooding Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were four applicants and three interviews. Mr. Godfrey had more math classes on his college transcripts and it was hoped that would give him a better background for math.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Gooding Joint School District's request for Logan Godfrey without reservation.

Heritage Community Charter School, Inc. #481

Applicant Name: Boal-Thowson, Gillian

Content & Grade Range: Health K-12

Certified: She currently holds a Standard Instructional certificate with a Physical Education K-12 endorsement.

Declared Emergency: December 4, 2018, Heritage Community Charter School Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. Gillian was selected because she is highly qualified and experienced.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Heritage Community Charter School's request for Gillian Boal-Thowson without reservation.

Idaho Science and Technology Charter School, Inc. #468

Applicant Name: Hagler, Melissa

Content & Grade Range: All Subjects K-8

Educational Level: BA, Music 8/1999

Declared Emergency: May 9, 2018, Idaho Science and Technology Charter School Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. Melissa has a bachelor's degree and extensive experience working with children in performing arts. The candidate is enrolled in ABCTE, but was unable to qualify on the Uniform Standard for Evaluating Content Competency.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Idaho Science and Technology Charter School's request for Melissa Hagler without reservation.

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Idaho Science and Technology Charter School, Inc. #468

Applicant Name: Luker, BreAnn

Content & Grade Range: All Subjects K-8

Educational Level: BA, Marriage and Family Studies 7/2017

Declared Emergency: May 9, 2018, Idaho Science and Technology Charter School Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. The candidate has a bachelor's degree, a desire to become certified, and experience working as a PSR worker in schools. The candidate is enrolled in ABCTE, but was unable to qualify on the rubric.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Idaho Science and Technology Charter School's request for BreAnn Luker without reservation.

Jefferson County School District #251

Applicant Name: Abarca Serrano, Allyson

Content & Grade Range: All Subjects K-8

Educational Level: International program equivalent to a bachelor's degree

Declared Emergency: October 10, 2018, Jefferson County School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were fifteen applicants and ten interviews. All qualified applicants were hired, including Allyson. Some qualified candidates accepted positions in other districts. Unable to qualify on rubric due to foreign transcript. Enrolled in ABCTE and was a late hire in 2017-18 school year.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Jefferson County School District's request for Allyson Abarca Serrano without reservation.

Jefferson County School District #251

Applicant Name: Patterson, Megan

Content & Grade Range: All Subjects K-8

Educational Level: No degree, 90 college credits

Declared Emergency: August 14, 2018, Jefferson County School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were five applicants and three interviews. None of the candidates interviewed had a teaching certificate. Megan has previous experience with Gooding School District and Mackay School District. She has been very valuable in the classrooms. Megan is enrolled in WGU and should finish in the spring.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Jefferson County School District's request for Megan Patterson without reservation.

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Jefferson County School District #251

Applicant Name: Phillips, Samuel

Content & Grade Range: Social Studies 6-12

Educational Level: BA, History 4/2017

Declared Emergency: September 12, 2018, Jefferson County School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. Samuel was the most qualified, and all three candidates lacked the necessary endorsement to teach government and economics. He is enrolled in ABCTE for History, but it is not an option for Social Studies. The district will work his schedule for next year.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Jefferson County School District's request for Samuel Phillips without reservation.

Jefferson County School District #251

Applicant Name: Rodriguez-Madin, Maria

Content & Grade Range: All Subjects K-8

Educational Level: BA, Liberal Arts 8/2003

Declared Emergency: September 12, 2018, Jefferson County School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were six applicants and three interviews. Ms. Rodriguez-Madin was the only candidate who applied that had the necessary skill level in Spanish to teach in an immersion classroom.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Jefferson County School District's request for Maria Rodriguez-Madin without reservation.

Kuna Joint School District #3

Applicant Name: Sharkey, Julia

Content & Grade Range: Business Technology Education 6-12

Certified: She currently holds a Limited Occupational Specialist certificate with Sales, Marketing and Business Management/Finance endorsements.

Declared Emergency: February 14, 2017, Kuna Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. The previous teacher left contract mid-year. Julia was the only applicant and had both industry experience and the limited occupational specialist credential. The candidate is enrolled in University of Idaho, but was unable to qualify on the Uniform Standard for Evaluating Content Competency.

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PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Kuna Joint School District's request for Julia Sharkey without reservation.

Lake Pend Oreille School District #84

Applicant Name: Angle, Jill

Content & Grade Range: World Language – Spanish 6-12

Certified: She currently holds a Standard Instructional certificate with a Social Studies 6-12 endorsement.

Declared Emergency: November 12, 2018, Lake Pend Oreille School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were 20 applicants and six interviews. Ms. Angle had taught high school AP classes and had the best, confident, and well thought out responses to all questions.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Lake Pend Oreille School District's request for Jill Angle without reservation.

Lake Pend Oreille School District #84

Applicant Name: Stafford, Ezra

Content & Grade Range: Health 5-9

Certified: He holds a Standard Instructional certificate with a Visual Arts 6-12 endorsement.

Declared Emergency: November 12, 2018, Lake Pend Oreille School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: No applicants or interview. District implemented their Force Transfer Policy.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Lake Pend Oreille School District's request for Ezra Stafford without reservation.

Lapwai School District #341

Applicant Name: Tabor, Melissa

Content & Grade Range: All Subjects K-8

Certified: Instructional interim certificate for All Subjects K/8 expired and requirements were not met.

Declared Emergency: November 19, 2018, Lapwai School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were no applicants as the position was not posted. District was unaware that she had not completed interim certificate requirements. She came from Texas and thought that her master's degree would cover the ICLC. She was proficient in her evaluation.

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PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Lapwai School District's request for Melissa Tabor without reservation.

Mackay Joint School District #182

Applicant Name: Murdock, Mark

Content & Grade Range: Mathematics 6-12

Certified: He currently holds a Standard Instructional certificate with Natural and Biological Sciences, Social Studies, Chemistry, American Gov/Pol Science and Economics 6-12 endorsements.

Declared Emergency: July 7, 2018, Mackay Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. Mr. Murdock is enrolled in a Basic Math program at ISU, but it will not allow for him to teach Algebra II. He will work with ISU to revise the program if that is still an area of need with the district.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Mackay Joint School District's request for Mark Murdock without reservation.

Marsh Valley Joint School District #21

Applicant Name: Estudillo, Dallas

Content & Grade Range: All Subjects K-8

Educational Level: BS, Graphic Arts 10/2016

Declared Emergency: July 10, 2018, Marsh Valley Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were four applicants and two interviews. Dallas had been a long-term sub at the school. He was successful with the kids and parents. He was respected in the community and lives in Downey. The candidate is enrolled in ABCTE, but was unable to qualify on the Uniform Standard for Evaluating Content Competency.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Marsh Valley Joint School District's request for Dallas Estudillo without reservation.

Marsing Joint School District #363

Applicant Name: Prince, Mary

Content & Grade Range: Visual Arts K-12

Certified: Instructional interim certificate for Art K-12 expired and requirements were not met.

Declared Emergency: January 15, 2019, Marsing Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

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Summary of Recruitment Efforts: This position was not opened as it was not anticipated that she would not be eligible for renewal. The district anticipates that this extra time will allow her to complete the four credit requirements.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Marsing Joint School District's request for Mary Prince without reservation.

McCall-Donnelly Joint School District #421

Applicant Name: Erekson, Daniel

Content & Grade Range: Physical Education 6-12

Certified: He currently holds a Standard Instructional certificate with an History 6-12 endorsement.

Declared Emergency: August 13, 2018, McCall-Donnelly Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: The district submitted an Alternative Authorization for Teacher to New but the candidate does not have plan for Physical Education, Option IV is not available for History to PE, not an option.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends McCall-Donnelly Joint School District's request for Daniel Erekson without reservation.

Middleton School District #134

Applicant Name: Mullins, Kimberly

Content & Grade Range: All Subjects K-8

Educational Level: BS, Business Administration 12/1998

Declared Emergency: October 8, 2018, Middleton School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. Mrs. Mullins was hired because she had the experience with the curriculum and students and collaborated well with team teachers. The candidate is enrolled in ABCTE, but was unable to qualify on the Uniform Standard for Evaluating Content Competency.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Middleton School District's request for Kimberly Mullins without reservation.

Minidoka County Joint School District #331

Applicant Name: Bessire, Samantha

Content & Grade Range: All Subjects K-8

Educational Level: No degree, 44 credits

Declared Emergency: September 17, 2018, Minidoka County Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

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Summary of Recruitment Efforts: There were two applicants and two interviews. Ms. Bessire was the most qualified candidate. She has worked in the district as a para and is enrolled in Western Governors University's teacher preparation program.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Minidoka Joint School District's request for Samantha Bessire without reservation.

Minidoka County Joint School District #331

Applicant Name: Ryan, Robert

Content & Grade Range: Graphic Arts/Jornalism, Graphic/Printing Communication, Television Production/Broadcasting and Information/Communication Tech 6-12

Certified: He currently holds a Standard Instructional certificate with an English 6-12 endorsement.

Declared Emergency: November 19, 2018, Minidoka County Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were no applicants or interviews. Robert was hired in 2015. He had his endorsement for Graphics, however, did not complete the required coursework by the beginning of the 2018-19 school-year. He will complete all coursework this school year.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Minidoka Joint School District's request for Robert Ryan without reservation.

North Gem School District #149

Applicant Name: Hatch, Hailey

Content & Grade Range: English 6-12

Educational Level: BS, Social Work 5/2003

Declared Emergency: August 21, 2018, North Gem School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three applicants and two interviews. The committee felt Mrs. Hatch was the best fit for the position for multiple reasons. She was very professional and knowledgeable in her interview. She has a background of working with youth and should be able to manage a classroom and relate with the students. She lives in the community, has children in the district and has a vested interest in helping the school district be successful. The candidate is enrolled in ABCTE, but was unable to qualify on the Uniform Standard for Evaluating Content Competency.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends North Gem School District's request for Hailey Hatch without reservation.

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Notus School District #135

Applicant Name: Jenkins, Nicole

Content & Grade Range: School Counselor K-12

Educational Level: BS, Psychology 12/2015

Declared Emergency: June 11, 2018, Notus School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were two applicants and two interviews. The district only received two completed application packets during their search. Nicole was the best candidate and fit for the district.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Notus School District's request for Nicole Jenkins without reservation.

Plummer-Worley Joint School District #44

Applicant Name: Stockton, Heather

Content & Grade Range: All Subjects K-8

Educational Level: No degree, 70 credits

Declared Emergency: November 5, 2018, Plummer-Worley Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. This candidate has worked in a supportive paraprofessional position with these students. The other two candidates had poor references, were dismissed from previous positions and were unsuitable to work with our students.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Plummer-Worley Joint School District's request for Heather Stockton without reservation.

Plummer-Worley Joint School District #44

Applicant Name: Studer, Michelle

Content & Grade Range: All Subjects K-8

Certified: Instructional interim certificate for All Subjects K-8 expired and requirements were not met.

Declared Emergency: October 8, 2018, Plummer-Worley Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: This position was not opened as it was not anticipated that she would not be eligible for renewal. The district anticipates that this extra time will allow her to complete the four credit requirements.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Plummer-Worley Joint School District's request for Michelle Studer without reservation.

St. Maries Joint School District #41

Applicant Name: Chase, Bryan

Content & Grade Range: Physical Education 6-12

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Certified: He currently holds a Standard Instructional certificate with an Economics, Marketing Technology Ed and Business Technology Ed 6-12 endorsements.

Declared Emergency: October 22, 2018, St. Maries School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were no applicants. This was a certified staff transfer that was required due to the resignation of another certified staff member dated August 21, 2018. Due to the short timeframe for creating our schedule, the decision was made to fill the vacancy with Mr. Chase, an existing staff member with more than 20 years of successful coaching experience for the district. Mr. Chase teaches keyboarding and physical education at St. Maries Middle School on an alternating schedule.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends St. Maries Joint School District's request for Bryan Chase without reservation.

Teton County School District #401

Applicant Name: Batdorff, Tanya

Content & Grade Range: World Language – Spanish K-12

Educational Level: BA, Elementary Ed 6/2007

Declared Emergency: August 13, 2018, Teton County School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were six applicants and six interviews. Ms. Batdorff was selected due to her teaching background and conversational Spanish. The candidate is enrolled in Ft. Hayes State University, but was unable to qualify on the Uniform Standard for Evaluating Content Competency.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Teton County School District's request for Tanya Batdorff without reservation.

Teton County School District #401

Applicant Name: Kokol, Martin

Content & Grade Range: Family and Consumer Science 6-12

Certified: He currently holds a Standard Instructional certificate with a Social Studies 6-12 endorsement.

Declared Emergency: October 8, 2018, Teton County School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were four applicants and four interviews. Mr. Martin was already had in-district knowledge and is college taught.

PSC Review: The Professional Standards Commission Authorizations Committee met December 13, 2018. The committee recommends Teton County School District's request for Martin Kokol without reservation.

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Twin Falls School District #411

Applicant Name: Garling, Jacob

Content & Grade Range: All Subjects K-8

Educational Level: BS, Technical Sales 8/2003

Declared Emergency: October 24, 2018, Twin Falls School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were twelve applicants and four interviews. Mr. Garling was the most qualified and holds a Limited Occupational Specialist certificate. He has also worked as an online coordinator for the district.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Twin Falls School District's request for Jacob Garling without reservation.

Twin Falls School District #411

Applicant Name: Watkins, Victoria

Content & Grade Range: English 6-12

Educational Level: BS, Criminal Justice 12/2014

Declared Emergency: October 24, 2018, Twin Falls School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were eleven applicants and two interviews. Currently enrolled in WGU teacher preparation program. She is scheduled to graduate May 2019.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Twin Falls School District's request for Victoria Watkins without reservation.

Weiser School District #431

Applicant Name: Reeves, Jeremy

Content & Grade Range: Social Worker K-12

Educational Level: BS, Human Services 5/2017

Declared Emergency: August 13, 2018, Weiser School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were eight applicants and four interviews. Mr. Reeves was selected based on his experience as an acting counselor in Nevada. He has more than two years experience working with homeless outh and coordinating social services to support them and their needs.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Weiser School District's request for Jeremy Reeves without reservation.

West Jefferson School District #253

Applicant Name: Sudweeks, Karlie

Content & Grade Range: Business Technology Education 6-12

Educational Level: No degree, 130 college credits

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Declared Emergency: July 19, 2018, West Jefferson School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were five applicants and four interviews. She had experience with BPA at ISU. She was near certification with Masters in teaching. No other candidates were certified. She is enrolled in ISU but did not meet the rubric requirements.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends West Jefferson School District's request for Karlie Sudweeks without reservation.

West Jefferson School District #253

Applicant Name: Wells, Joshua

Content & Grade Range: Health, Physical Education and Mathematics 6-12

Educational Level: BS, Healthcare Administration 7/2016

Declared Emergency: June 21, 2018, West Jefferson School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were no applicants and one interview. This the only option we had, plus he was excited for the opportunity and is doing a great job. He is enrolled in ABCTE for Mathematics.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends West Jefferson School District's request for Joshua Wells without reservation.

Xavier Charter School, Inc. #462

Applicant Name: McGhee, William

Content & Grade Range: Music 6-12

Educational Level: No degree, 141 credits

Declared Emergency: July 19, 2018, Xavier Charter School Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were four applicants and four interviews. Mr. McGhee was selected based on his education emphasis in a teacher preparation program prior to changing career paths. He will enroll in the CSI program.

PSC Review: The Professional Standards Commission Authorizations Committee met November 15, 2018. The committee recommends Xavier Charter School's request for William McGhee without reservation.

IMPACT

If emergency provisional certificates are not approved, school districts will not have certificated staff to serve in needed positions and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code, "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor,

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administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education....” Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in occupational fields or emergency situations.

When an emergency is declared, the Board is authorized to grant emergency provisional certificates based on not less than two (2) years of college training. The two-year college training minimum requirement could be interpreted to mean the individual has attended a postsecondary institution without regard to the number of credits taken each year, or the individual attended full time for two or more years. The Board defines a full time student as a student taking 12 or more credits (or equivalent) per semester pursuant to Board policy III.P.7. Full-Time Students. Based on the Board’s definition of full time student an individual with 48 or more credits would then be considered as receiving two years of college training.

The Emergency Provisional Certificate is technically applicable at the certificate level for individuals who do not have an existing certificate and for individuals who may hold an existing certificate that does not meet the requirements of the position the school district wishes to place them in. An example would be an individual with a pupil services staff certificate and a school counselor endorsement being placed in a teaching position which would require an instructional staff certificate with a content area endorsement. The statutory language authorizing the approval of emergency certificates, does not address adding endorsements.

The process for adding endorsements are contained in IDAPA 08.02.02. Individuals with an existing certificate, including occupational specialist certificates, could use the Teacher to New alternate route to receive a three-year interim certificate while pursuing the alternate route. Individuals with an existing certificate who wish to add an endorsement could pursue any of the four (4) alternative authorization to endorsement options available to them in IDAPA 08.02.02.021. Of the 48 Emergency Provisional Certificates for which Board authorization is requested, 10 are for individuals with an existing certificate.

Due to the lack of more specific direction regarding the Board’s authorization for approving emergency certificates in Idaho Code, there can be multiple interpretations of the limited requirements. The Professional Standards Commission recommendations are based on an interpretation of “two years of college training” as less than two years of full time attendance and have interpreted the emergency certificate as an additional instructional certificate with a new endorsement for those individuals who have an existing instructional certificate and are teaching outside of the area of their endorsement.

Of the requested authorizations, several involve school districts who have employed the individual as a long-term substitute prior to requesting provisional

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certification for the individual. Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom or the qualifications needed for a substitute teacher. In the context of specifying criminal history checks required for individuals having contact with students, a substitute teacher is defined as “any individual who temporarily replaces a certificated classroom educator and is paid a substitute teacher wage for one (1) day or more during a school year.” Section 33-512, Idaho Code.

Based on the application material provided, many of the individuals appear to be eligible for one of the alternative authorizations for certification or one of the alternative authorizations available to individuals holding a current Idaho certificate to add new endorsements to their existing certificate. Anecdotally feedback has indicated the individuals are not interested in completing the process and receiving the interim certificate or adding the endorsement. Additionally, it appears some school districts are requesting the emergency certification after having employed these individuals as long-term substitute teachers for funding reasons. In some instances the emergency certificate is being issued to individuals who have been on a non-renewable three year interim certificate and did not complete the requirements within the allotted three years.

The Department receives applications from the school districts for requests for provisional certifications. Department staff then work with the school districts to ensure the applications are complete. The Professional Standards Commission then reviews requests for the one-year emergency provisional certificates. Those that are complete are then brought forward by the Department to the Board for consideration with a recommendation from the Professional Standards Commission.

In order to better define the parameters for review and recommendation by the Professional Standards Commission for approval of Emergency Provisional Certificates, the Department will bring forward an agenda item to the regularly scheduled April Board meeting to review the process and request Board guidance on limits that should be considered prior to making a recommendation for Board authorization of Emergency Provisional Certificates. Minimum areas for consideration are:

- Annual or by academic term deadlines for requests
- Define two years of college training
- Guidance on use for new certificate with endorsement
- Use for extending a non-renewable interim certificate
- Use for certificates other than instructional staff and pupil services staff

BOARD ACTION

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificates for Robert Crompton, Derek Peterson, Sarah Wilson, Sarah Helmick, Emily Kamphaus, Adam Hanson, Larry Stocking, Angela Lucas, Lindsey Lee, Benjamin

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Davis, Kimberly Koepnick, Ernie Martinez, Alton Arnold, Sara Summers, Tanner Baumann, Anthony Croasmun, Logan Godfrey, Gillian Boal-Thowson, Melissa Hagler, BreAnn Luker, Allyson Abarca Serrano, Megan Patterson, Samuel Phillips, Maria Rodriguez-Madin, Julia Sharkey, Jill Angle, Ezra Stafford, Melissa Tabor, Mark Murdock, Dallas Estudillo, Mary Prince, Daniel Erekson, Kimberly Mullins, Samantha Bessire, Robert Ryan, Hailey Hatch, Nicole Jenkins, Heather Stockton, Michelle Studer, Bryan Chase, Tanya Batdorff, Martin Kokol, Jacob Garling, Victoria Watkins, Jeremy Reeves, Karlie Sudweeks, Joshua Wells and William McGhee to teach the content area and grade ranges at the specified school districts as provided herein for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Robert Crompton to teach Computer Science grades six (6) through twelve (12) in the American Falls Joint School District #381 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Derek Peterson to teach Natural Science grades six (6) through twelve (12) in the American Heritage Charter School, Inc. #482 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Sarah Wilson to teach All Subjects grades kindergarten through eight (8) in the Anser of Idaho, Inc. #492 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Sarah Helmick to teach Agriculture Science and Technology grades six (6) through twelve (12) in the Bliss Joint School District #234 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Emily Kamphaus to teach Natural Science, Biological Science and Health grades six (6) through twelve (12) in the Bliss Joint School District #234 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Adam Hanson to teach Agriculture Science and Technology grades six (6) through twelve (12) in the Boise Independent School District #1 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Larry Stocking to teach Emergency Medical Technician grades six (6) through twelve (12) in the Bonneville Joint School District #93 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Angela Lucas to teach All Subjects grades kindergarten through eight (8) in the Boundary County School District #101 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for

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Lindsey Lee to teach All Subjects grades kindergarten through eight (8) in the Camas County School District #121 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Benjamin Davis to teach Economics, Social Studies and Physics grades six (6) through twelve (12) in the Cassia County Joint School District #151 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Kimberly Koepnick to teach All Subjects grades kindergarten through eight (8) in the Cassia County Joint School District #151 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Ernie Martinez to teach All Subjects grades kindergarten through eight (8) in the Cassia County Joint School District #151 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Alton Arnold to teach Biological Science and Chemistry grades six (6) through twelve (12) in the Challis Joint School District #181 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Sara Summers to teach All Subjects grades kindergarten through eight (8) in the Forrester Academy, Inc. #495 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Tanner Baumann to teach Physics grades six (6) through twelve (12) in the Gooding Joint School District #231 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Anthony Croasmun to teach All Subjects grades kindergarten through eight (8) in the Gooding Joint School District #231 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Logan Godfrey to teach Mathematics grades six (6) through twelve (12) in the Gooding Joint School District #231 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Gillian Boal-Thowson to teach Health grades kindergarten through twelve (12) in the Heritage Community Charter School #481 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Melissa Hagler to teach All Subjects grades kindergarten through eight (8) in the Idaho Science and Technology Charter School, Inc. #468 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for BreAnn Luker to teach All Subjects grades kindergarten through eight (8) in the

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Idaho Science and Technology Charter School, Inc. #468 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Allyson Abarca Serrano to teach All Subjects grades kindergarten through eight (8) in the Jefferson County School District #251 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Megan Patterson to teach All Subjects grades kindergarten through eight (8) in the Jefferson County School District #251 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Samuel Phillips to teach Social Studies grades six (6) through twelve (12) in the Jefferson County School District #251 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Maria Rodriguez-Madin to teach All Subjects grades kindergarten through eight (8) in the Jefferson County School District #251 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Julia Sharkey to teach Business Technology Education grades six (6) through twelve (12) in the Kuna Joint School District #3 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Jill Angle to teach World Language - Spanish grades six (6) through twelve (12) in the Lake Pend Oreille School District #84 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Ezra Stafford to teach Health grades five (5) through nine (9) in the Lake Pend Oreille School District #84 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Melissa Tabor to All Subjects grades Kindergarten through eight (8) in the Lapwai School District #341 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Mark Murdock to teach Mathematics grades six (6) through twelve (12) in the Mackay Joint School District #182 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Dallas Estudillo to teach All Subjects grades Kindergarten through eight (8) in the Marsh Valley Joint School District #21 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Mary Prince to teach Visual Arts grades kindergarten through twelve (12) in the Marsing Joint School District #363 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Daniel Erektion to teach Physical Education grades six (6) through twelve (12) in the McCall-Donnelly Joint School District #421 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Kimberly Mullins to teach All Subjects grades Kindergarten through eight (8) in the Middleton School District #134 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Samantha Bessire to teach All Subjects grades kindergarten through eight (8) in the Minidoka County Joint School District #331 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Robert Ryan to teach Graphic Arts/Journalism, Graphic/Printing Communication, Television Production /Broadcasting, and Information/Communication Tech grades six (6) through twelve (12) in the Minidoka County Joint School District #331 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Hailey Hatch to teach English grades six (6) through twelve (12) in the North Gem School District #149 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Nicole Jenkins to work as a School Counselor grades kindergarten through twelve (12) in the Notus School District #135 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Heather Stockton to teach All Subjects grades kindergarten through eight (8) in the Plummer-Worley Joint School District #44 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Michelle Studer to teach All Subjects grades kindergarten through eight (8) in the Plummer-Worley Joint School District #44 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Bryan Chase to teach Physical Education grades six (6) through twelve (12) in the St. Maries Joint School District #41 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Tanya Batdorff to teach World Language - Spanish grades kindergarten through twelve (12) in the Teton County School District #401 for the 2018-19 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Martin Kokol to teach Family and Consumer Sciences grades six (6) through twelve (12) in the Teton County School District #401 for the 2018-19 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Jacob Garling to teach All Subjects grades kindergarten through eight (8) in the Twin Falls School District #411 for the 2018-19 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Victoria Watkins to teach English grades six (6) through twelve (12) in the Twin Falls School District #411 for the 2018-19 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Jeremy Reeves to work as a School Social Worker grades kindergarten through twelve (12) in the Weiser School District #431 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Karlie Sudweeks to teach Business Technology Education grades six (6) through twelve (12) in the West Jefferson School District #253 for the 2018-19 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for Joshua Wells to teach Health, Physical Education and Mathematics grades six (6) through twelve (12) in the West Jefferson School District #253 for the 2018-19 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation from the Professional Standards Commission and to approve the one-year emergency provisional certificate for William McGhee to teach Music grades six (6) through twelve (12) in the Xavier Charter School, Inc. #462 for the 2018-19 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____