

**DEPARTMENT OF EDUCATION  
DECEMBER 18, 2019**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>DEVELOPMENTS IN K-12 EDUCATION</b>	Information Item
<b>2</b>	<b>PROFESSIONAL STANDARDS COMMISSION ANNUAL REPORT 2018-2019</b>	Information Item
<b>3</b>	<b>AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE (ABCTE) EDUCATION PREPERATION PROGRAM REVIEW: STATE PROGRAM APPROVAL REVIEW TEAM REPORT</b>	Action Item

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**SUBJECT**

Developments in K-12 Education

**BACKGROUND/DISCUSSION**

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board.

**BOARD ACTION**

This item is for informational purposes only.

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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Professional Standards Commission Annual Report 2018-2019

**REFERENCE**

December 2017	Board approved Professional Standards Commission Annual Report 2016-2017
December 2018	Board approved Professional Standards Commission Annual Report 2017-2018

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-1208, 33-1251, 33-1252, 33-1253, 33-1254, and 33-1258, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: Educational System Alignment, Objective A: Data Access and Transparency

**BACKGROUND/DISCUSSION**

**Professional Standards Commission**

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the State legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The PSC consists of 18 constituency members appointed for terms of three years, the membership of which is prescribed in Section 33-1252, Idaho Code:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

The PSC publishes an annual report following the conclusion of each fiscal year to advise the State Board of Education regarding the accomplishments of the commission.

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**IMPACT**

This report advises the State Board of Education regarding the accomplishments of the Professional Standards Commission at the conclusion of each fiscal year.

**ATTACHMENTS**

Attachment 1 – PSC Annual Report 2018-2019

Attachment 2 – PSC Annual Report 2018-2019 Presentation

**STAFF COMMENTS AND RECOMMENDATIONS**

The Professional Standards Commission is established through Section 33-1252, Idaho Code. The commission is made up of 18 members appointed by the State Board of Education. Membership is made up of individuals representing the teaching profession in Idaho, including a staff person from the Department of Education and the Division of Career Technical Education. No less than seven members must be certificated classroom teachers, of which at least one must be a teacher of exceptional children and one must serve in pupil personnel services. In addition to making recommendations regarding professional codes and standards of ethics to the State Board of Education, the Commission investigates complaints regarding the violation of such standards and makes recommendations to the Board in areas of educator certification and educator preparation standards.

The Professional Standards Commission report includes the number of alternative authorizations for interim certificates that have been issued during the previous school year. Interim certificates are issued to all individuals who are approved for an alternate authorization or non-traditional route to certification. During the 2018-2019 school year there were two non-traditional preparation programs approved by the Board: American Board for Certification of Teacher Excellence (ABCTE), and Teach for America (TFA). Recently the Board has approved two new non-traditional routes to certification, one at the College of Southern Idaho and a second one at Lewis-Clark State College. Alternate Authorizations are also available for existing instructional staff as an expedited route for adding endorsements to an existing certificate or as a route for earning a new certificate, such as an administrator or pupil service staff certificate. There are four alternative authorization options educators may use to add an endorsement to an existing certificate. These include:

- Assurance from an approved educator preparation program that the individual is competent in the field they are seeking the endorsement in,
- National Board Certification in the content specific area they are seeking endorsement in,
- Earning a graduate degree in the content specific area they are seeking endorsement in, or
- Proof of competency in the content specific area through a Board approved assessment.



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Alternate authorizations for certification are available through three pathways in addition to the Board-approved non-traditional routes to certification. These include:

- Teacher to New Certification – this route is available to individuals with an existing certification to add an additional certification. Examples would be a teacher with an instructional staff certificate adding an occupation specialist certificate so they could teach both career technical and non-career technical courses, or an individual with an instructional staff certificate adding a pupil service staff certificate with a school counselor endorsement. This alternative authorization should not be confused with the alternative route for adding new endorsements to an existing certificate.
- Content Specialist – this route provides an expedited route to certification for individuals who are uniquely qualified in a subject area but have not gone through a traditional educator preparation route. An example would be an individual with industry experience in a content area or has deep content knowledge, such as a degree in engineering but did not go through a traditional educator preparation program. While this route was originally used primarily for filling vacancies in emergency situations, it was amended a few years ago to recognize not all quality educators enter the classroom through a traditional route and to allow non-traditional candidates to enter the classroom while still ensuring they meet quality standards.
- Pupil Service Staff – this route provides a mechanism for school districts to fill pupil service staff positions when they cannot find someone with a correct endorsement or certification.

Individuals on any of the Alternate Routes receive an up to three-year non-renewable interim certificate. During their time on the interim certificate they must complete the requirements of their chosen alternative route preparation program. This program could range from a formal alternative route preparation program with a Board-approved educator preparation program or could be an individual agreement developed by a consortium comprised of the certificate holder, designee from an approved educator preparation program, and a representative of the school district. For the Content Specialist route, it is the responsibility of the school district to assure the individual is qualified to teach in the area of identified need and that they are making adequate annual progress toward standard certification while on the interim certificate.

**BOARD ACTION**

I move to accept the Professional Standards Commission 2018-2019 Annual Report as submitted in Attachment 1.

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

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# PROFESSIONAL STANDARDS COMMISSION

## ANNUAL REPORT

### 2018-2019

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## INTRODUCTION

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The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the state legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The Commission consists of 18 constituency members appointed or reappointed for terms of three years:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

For further detail regarding the establishment and membership of the Professional Standards Commission, see Idaho Code §33-1252.

### ***PSC Vision***

The PSC will continue to provide leadership for professional standards and accountability in Idaho's schools. We will handle that responsibility with respect and in a timely fashion. We will nurture positive relationships and collaborative efforts with a wide range of stakeholders. We will be a dynamic force and a powerful voice advocating on behalf of Idaho's children.

### ***PSC Mission***

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, pre-K-12 student achievement, and improved professional practice.

***Statutory Responsibilities of the Professional Standards Commission***

1. "The commission shall have authority to adopt recognized professional codes and standards of ethics, conduct and professional practices which shall be applicable to teachers in the public schools of the state, and submit the same to the state board of education for its consideration and approval. Upon their approval by the state board of education, the professional codes and standards shall be published by the board."  
Idaho Code §33-1254
2. "The professional standards commission may conduct investigations on any signed allegation of unethical conduct of any teacher brought by:
  - a. An individual with a substantial interest in the matter, except a student in an Idaho public school; or
  - b. A local board of trustees."Idaho Code §33-1209
3. "The commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state."  
Idaho Code §33-1258

***Professional Standards Commission Membership***

During the 2018-2019 academic year, the PSC met four times: November, January, March, and June. The following individuals served as members of the PSC:

<b>Name</b>	<b>Agency</b>	<b>Member Representation</b>
Clara Allred	Twin Falls	Special Education Administrator
Iris Chimburas	Lapwai School District #341	Elementary Classroom Teacher
Margaret Chipman, Co-Chair	Weiser School District #431	School Board Member
Steve Copmann	Cassia County School District #151	Secondary School Principal
Kathy Davis	St. Maries School District #41	Secondary Classroom Teacher
Kristi Enger	Idaho Career & Technical Education	Career & Technical Education
Mark Gorton	Lakeland School District #272	Secondary Classroom Teacher
Marjean McConnell	Bonneville School District #93	School Superintendent
Charlotte McKinney, Chair	Mountain View School District #244	Secondary Classroom Teacher
Peter McPherson	Idaho State Department of Education	Department of Education
Terah Moore	College of Idaho	Private Higher Education
Taylor Raney	University of Idaho	Public Higher Education
Tony Roark	Boise State University	Public Higher Education – Letters and Sciences
Elisa Saffle	Bonneville School District #93	Elementary School Principal
Marianne Sletteland	Potlatch School District #285	Exceptional Child Teacher
Jennifer Snow	Boise State University	Public Higher Education
Topher Wallaert	Mountain Home School District #193	Elementary Classroom Teacher
Mike Wilkinson	Twin Falls School District #411	School Counselor

Lisa Colón Durham served as administrator for the PSC from July 1, 2018 to June 30, 2019.

## INTERNAL OPERATION OF THE COMMISSION

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The PSC has four standing committees that have specific duties. Below is a summary of the main duties for each of the standing committees.

### 1. Authorizations Committee

- Reviews and makes recommendations to the PSC regarding:
  - Approval of alternative authorizations to teach, serve as an administrator, or provide pupil service staff services;
    - *Alternative Authorization – Content Specialist:* Allows a candidate who does not hold a valid Idaho credential to serve in an assignment while they work toward obtaining the applicable certificate/endorsement.
    - *Alternative Authorization – Teacher to New:* Allows a candidate who already holds a valid Idaho credential to serve in an assignment while they work toward obtaining the applicable certificate/endorsement.
    - *Alternative Authorization – Pupil Service Staff:* Allows a candidate who does not hold a valid Idaho credential to service in an assignment that requires the Pupil Service Staff Certificate while they work toward obtaining the applicable endorsement.
    - *Emergency Provisional Certificate:* Allows a candidate who does not hold a valid Idaho credential to serve in an assignment for one year that requires certification/endorsement in an emergency situation.
  - Policies and procedures for alternative authorizations;
  - The development and publishing of certification reports as needed.

### 2. Budget Committee

- Develops a yearly budget;
- Monitors and makes recommended revisions to the annual budget.

### 3. Executive Committee

- Reviews, maintains, and revises the Code of Ethics for Idaho Professional Educators as needed;
- Determines if there is probable cause to pursue discipline against a certificated educator for alleged unethical conduct.

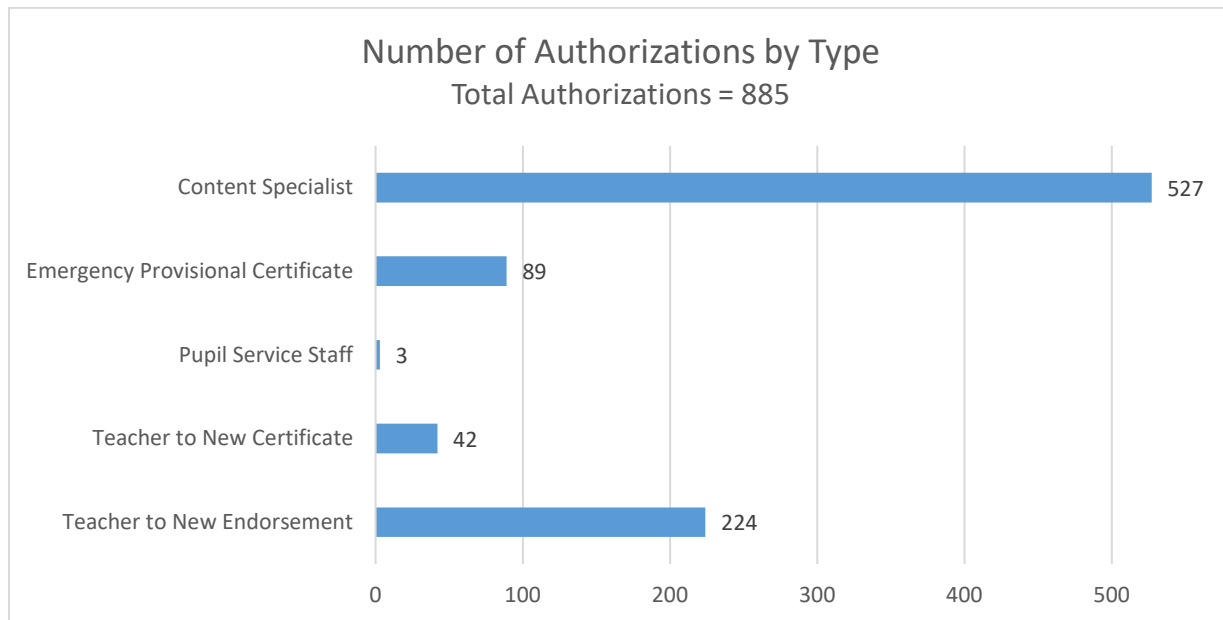
### 4. Standards Committee

- Develops recommendations for preservice educator standards for consideration by the State Board of Education;
- Develops and/or maintains standards and review processes for educator preparation programs including:
  - Annual review of approximately 20 percent of state educator preparation standards, certificates and endorsements;
  - Coordination of national recognition and national program accreditation (Council for the Accreditation of Educator Preparation or CAEP) along with state review to assure graduates of the program meet the state preparation standards;
- Develops and gives recommendations to the PSC for educator assessment(s) and qualifying scores;
- Develops and gives recommendations to the PSC for educator certificate and endorsement requirements for consideration by the State Board of Education.

## ALTERNATIVE AUTHORIZATIONS

Local school districts, including charter schools or other educational agencies, may request approval of an alternative authorization for an individual to fill a certificated position when he/she does not presently hold an appropriate Idaho educator certificate/endorsement. The individual must have a plan that leads to certification in the assigned area.

For further detail regarding alternative authorizations, see [Alternative Authorizations website](#).

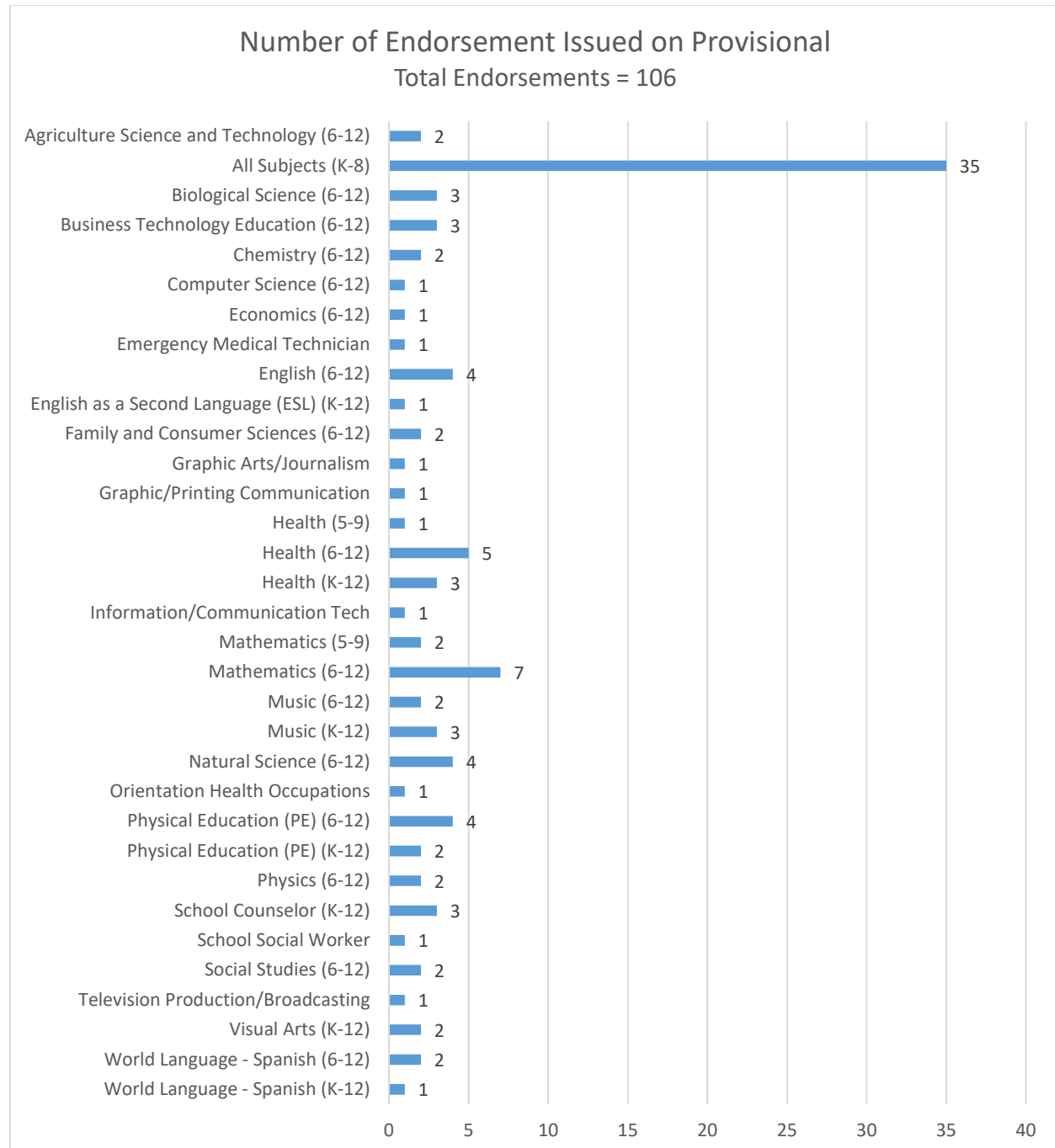


There were 20,054 total certificated educators employed statewide during the 2018-2019 school year. The percentage of educators working with an alternative authorization was 4.41% percent.



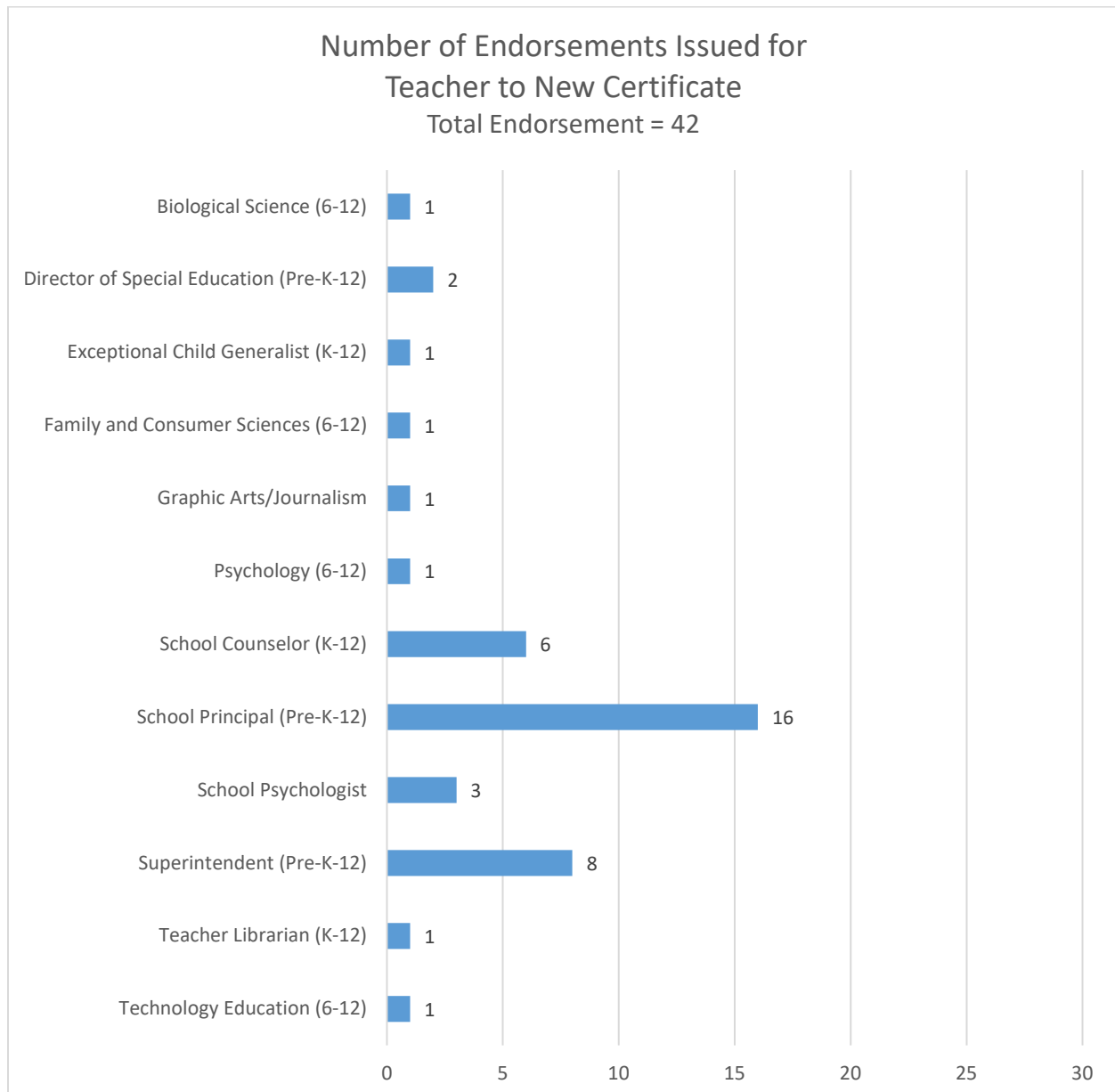
## REQUESTS FOR EMERGENCY PROVISIONAL CERTIFICATE

The purpose of the Emergency Provisional Certificate is to allow an Idaho school district/charter to hire a candidate for one year who does not hold a valid Idaho credential to serve in an assignment that requires certification/endorsement in an emergency situation. The district must declare an emergency and the candidate must have at least two years of college training. As per IDEA, Emergency Provisional Certificates are not permitted for special education. There were 89 Emergency Provisional Certificates with 106 total endorsements issued during the 2018-2019 school year as follows:



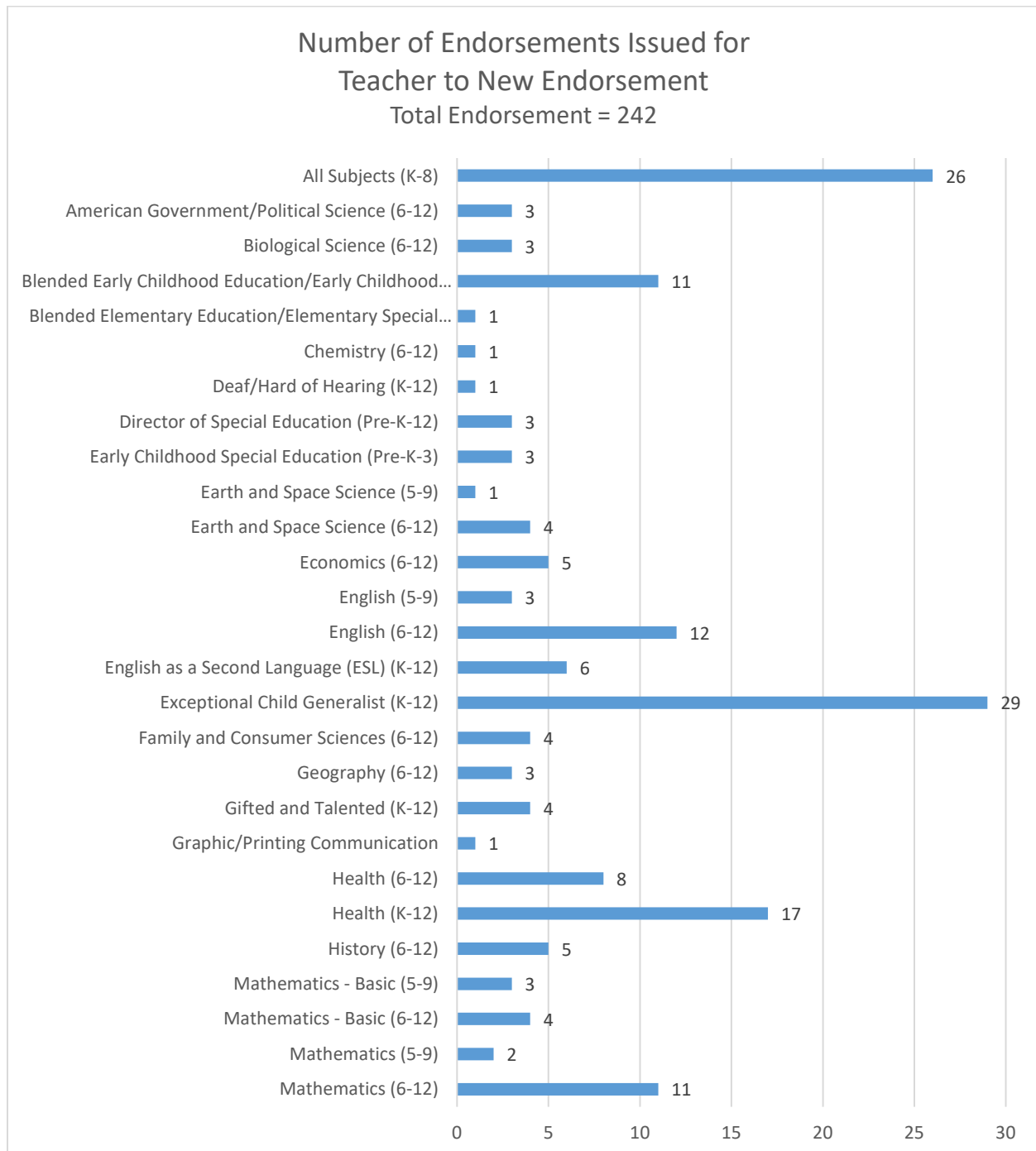
## REQUESTS FOR TEACHER TO NEW CERTIFICATE AUTHORIZATIONS

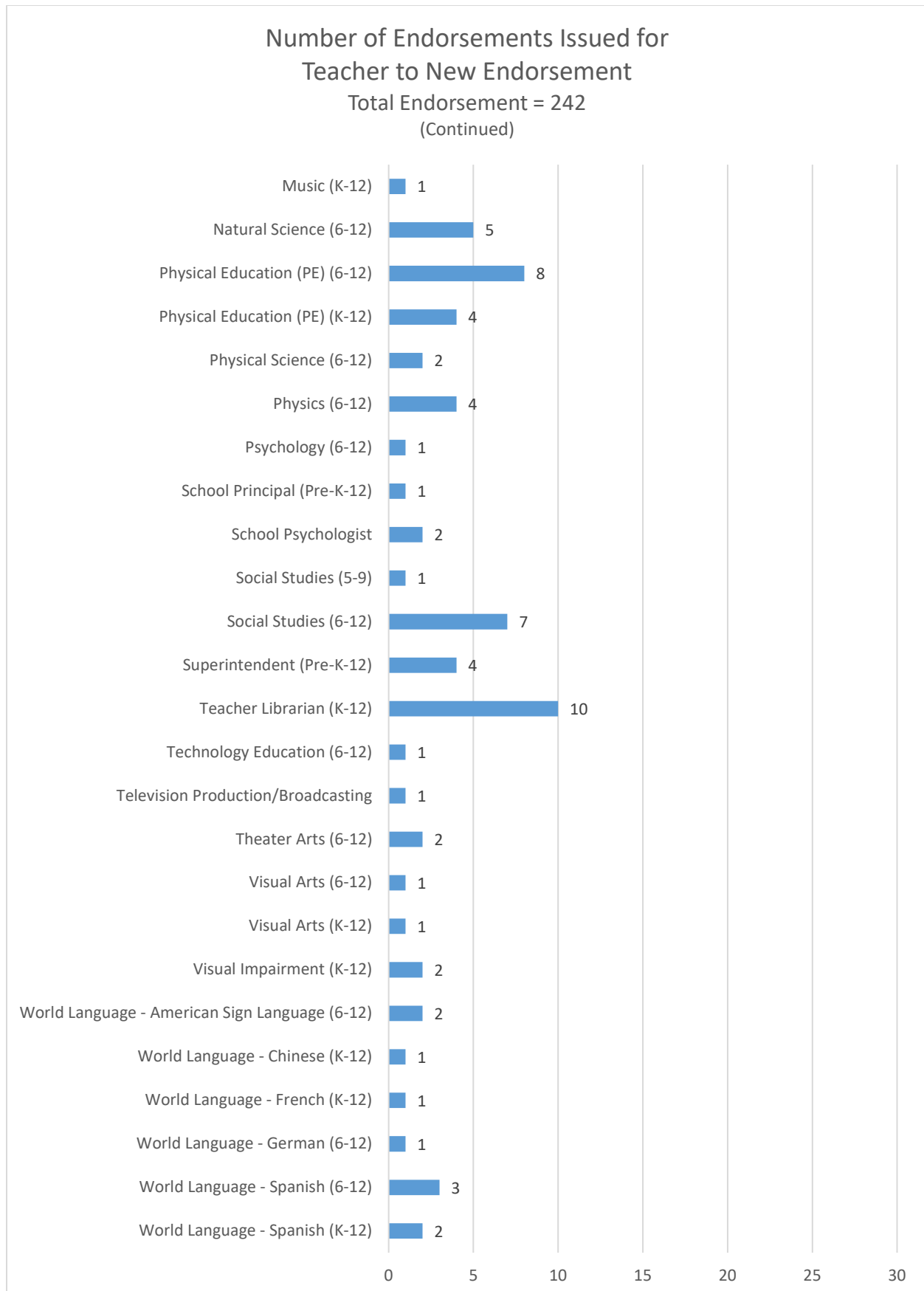
The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who holds a valid Idaho credential to serve in an assignment for which the candidate does not hold the appropriate certificate and endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable certificate and endorsement. There were 42 Teacher to New Certificate authorizations with 42 total endorsements issued during the 2018-2019 school year as follows:



## REQUESTS FOR TEACHER TO NEW ENDORSEMENT AUTHORIZATIONS

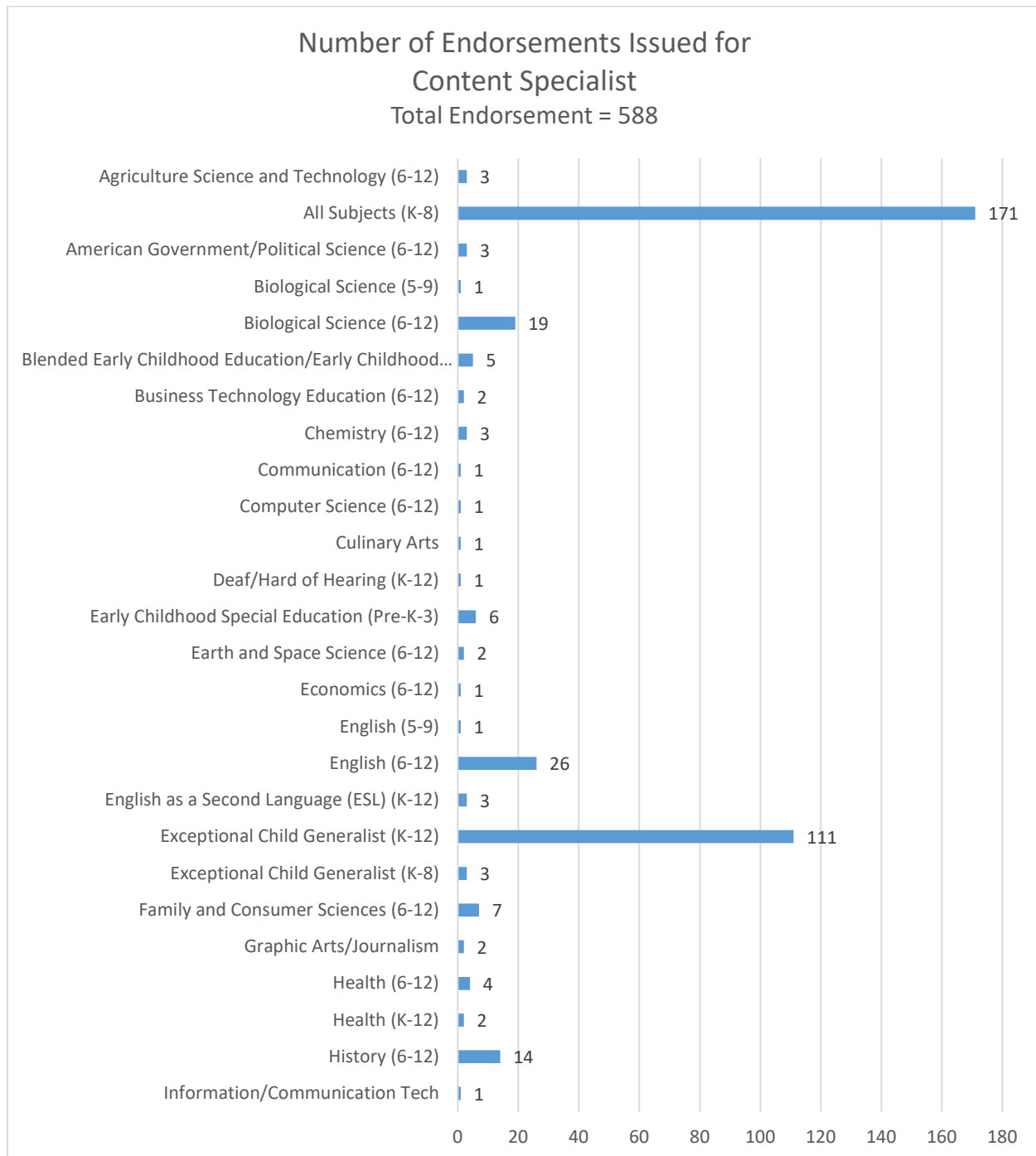
The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who holds a valid Idaho credential to serve in an assignment for which the candidate does not hold the appropriate endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable endorsement. There were 224 Teacher to New Certificate authorizations with 242 total endorsements issued during the 2018-2019 school year as follows:

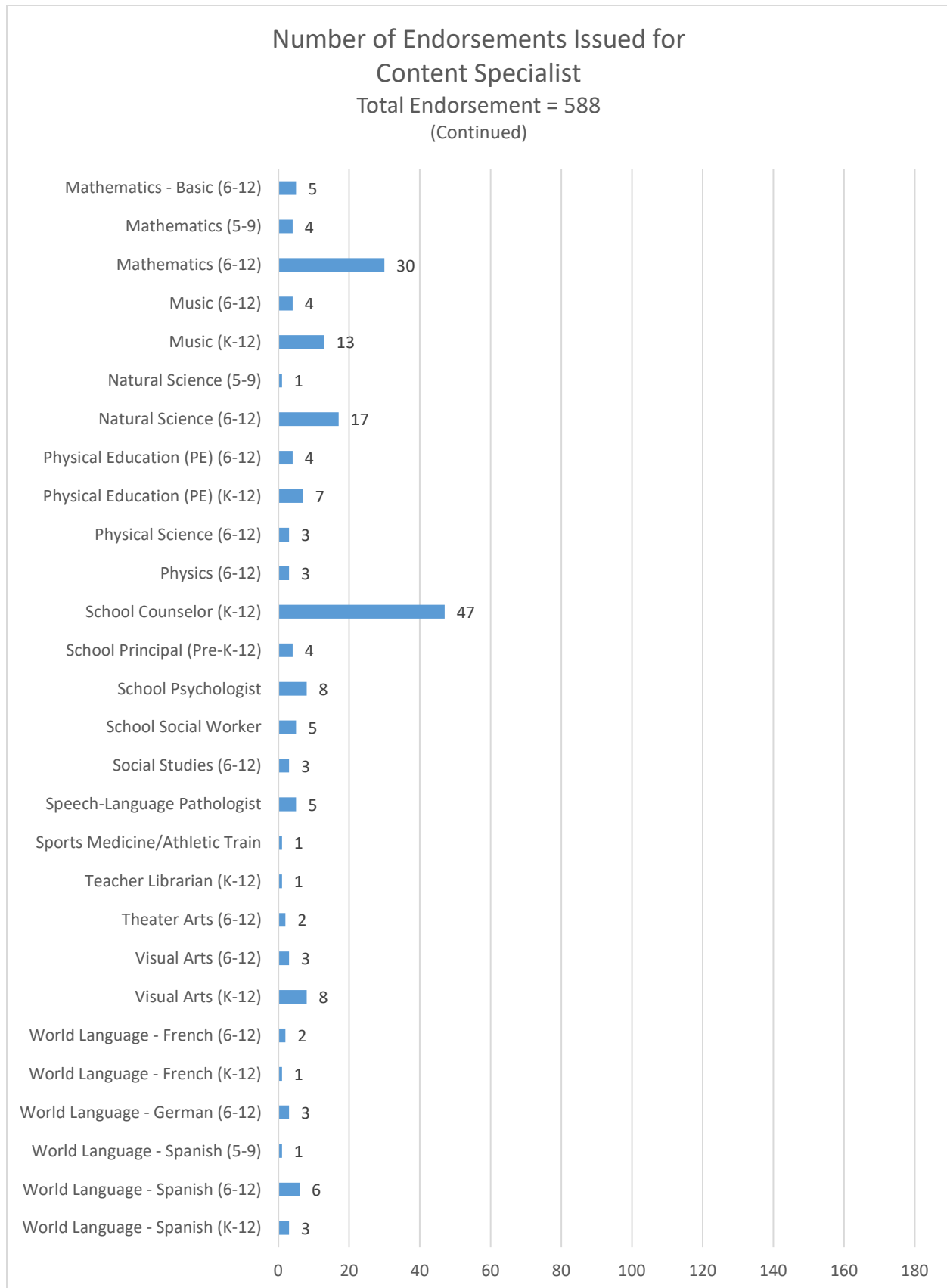




## REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does not hold a valid Idaho credential to serve in an assignment that requires certification/endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable certificate/endorsement. There were 527 Content Specialist authorizations with 588 total endorsements issued during the 2018-2019 school year as follows:

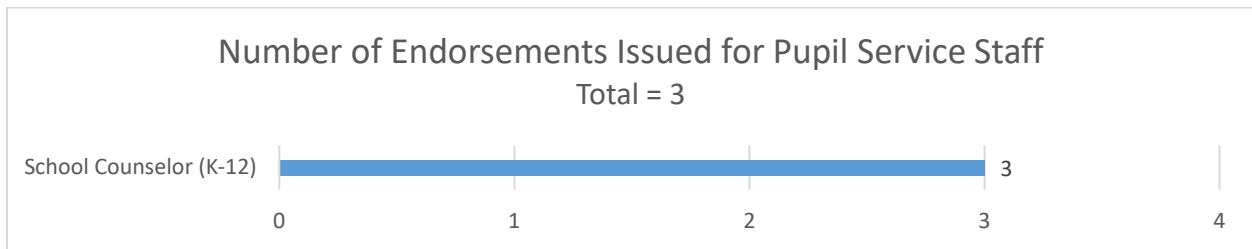




## REQUESTS FOR PUPIL SERVICE STAFF AUTHORIZATIONS

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The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does not hold a valid Idaho credential to serve in an assignment that requires the Pupil Service Staff Certificate. The authorization allows the candidate to serve in the assignment while working toward obtaining the Pupil Service Staff Certificate and the applicable endorsement. There were 3 Pupil Service Staff authorizations with 3 total endorsements issued during the 2018-2019 school year as follows:



## EXECUTIVE COMMITTEE ACTIVITIES

Under Idaho Code §33-1208 and §33-1209, the PSC has the responsibility for suspending, revoking, issuing letters of reprimand, or placing reasonable conditions on any certificate for educator misconduct. The administrator of the PSC, in conjunction with the deputy attorney general and PSC staff, conducts a review of the written allegation using established guidelines to determine whether to open an investigation or remand the issue to the school district to resolve locally. The Executive Committee considers the allegation(s) and all additional relevant information to determine whether probable cause exists to warrant the filing of an administrative complaint. If probable cause is determined, the Executive Committee recommends disciplinary action to be taken against a certificate. Once an administrative complaint is filed, a hearing may be requested.

During 2018-2019, the PSC received 80 written complaints of alleged educator ethical misconduct, of which thirty-three (33) cases were opened. Additionally, thirty-six (36) cases were closed during 2018-2019. Seven (7) of the thirty-six (36) closed cases involved educators who were employed as administrators. Furthermore, PSC staff conducted one (1) educator ethical misconduct hearing. The data below represents the cases that were closed.

### ***2018-2019 Closed Ethics Cases***

<b>Case Number</b>	<b>Category of Ethics Violation</b>	<b>Probable Cause Found</b>	<b>Disciplinary Action</b>
21635	Application Discrepancy	Yes	Letter of Reprimand
21710	Substance Abuse	Yes	Suspension
21805	Miscellaneous	Yes	Revocation
21810	Inappropriate Conduct	Yes	Letter of Reprimand
21817	Inappropriate Conduct	No	
21818	Inappropriate Conduct	No	
21723	Breach of Contract	Yes	Suspension
21732	Breach of Contract	Yes	Suspension
21808	Inappropriate Conduct with Student	Yes	Letter of Reprimand
21811	Substance Abuse	Yes	Suspension
21814	Inappropriate Conduct	No	
21815	Inappropriate Conduct	No	
21816	Inappropriate Conduct	No	
21706	Sexual Misconduct NOT with a Student	Yes	Revocation (Permanent)
21803	Breach of Contract	Yes	Suspension
21809	Miscellaneous	Yes	Letter of Reprimand
21820	Inappropriate Conduct	Yes	Letter of Reprimand
21823	Inappropriate Conduct with Student	No	
21828	Breach of Contract	No	
21802	Sexual Misconduct with a Student	Yes	Revocation
21812	Sexual Misconduct NOT with a Student	Yes	Revocation (Permanent)
21813	Breach of Contract	Yes	Suspension
21821	Inappropriate Conduct with Student	Yes	Suspension

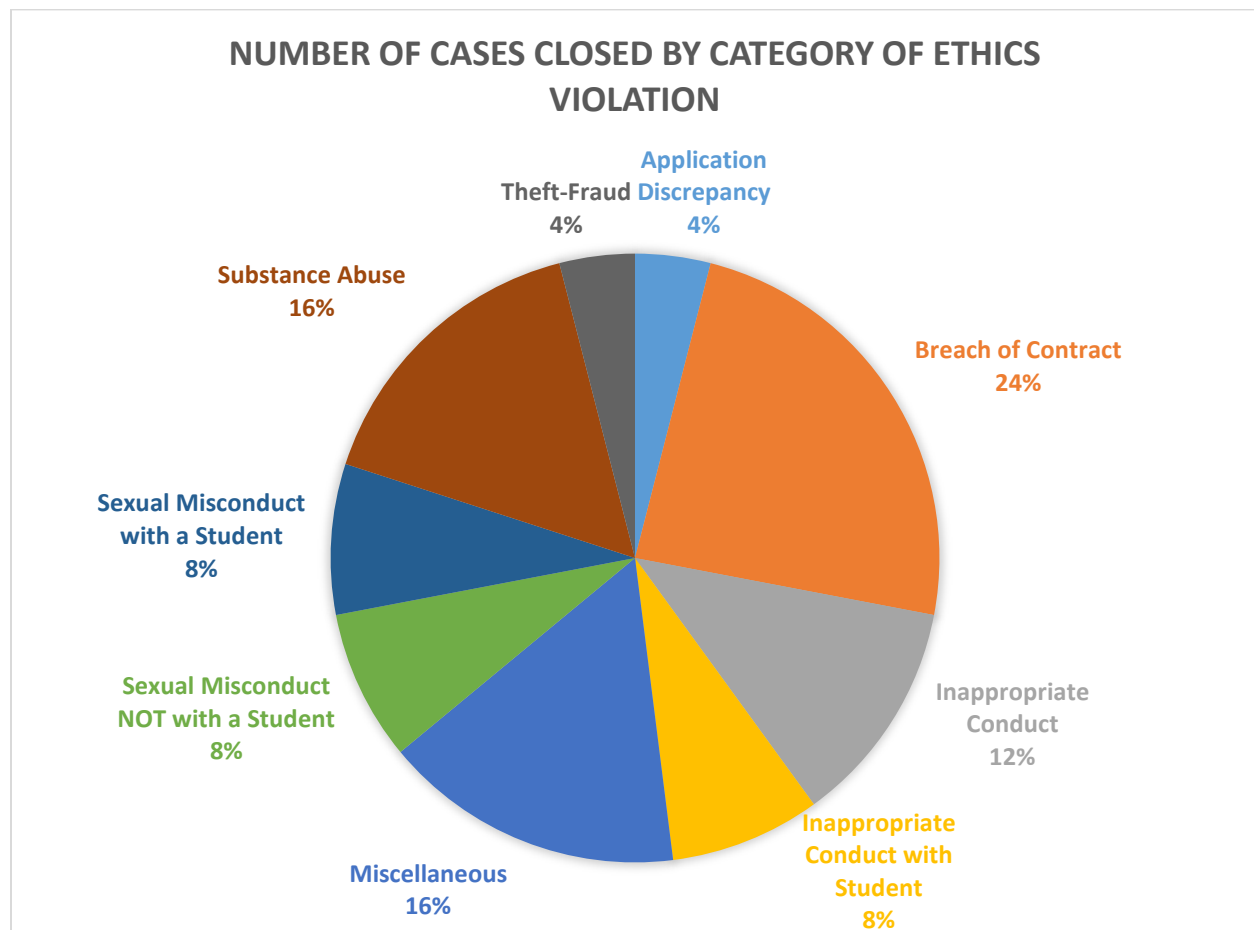


<b>Case Number</b>	<b>Category of Ethics Violation</b>	<b>Probable Cause Found</b>	<b>Disciplinary Action</b>
21822	Breach of Contract	Yes	Suspension
21824	Substance Abuse	Yes	Revocation
21825	Breach of Contract	Yes	Letter of Reprimand
21827	Sexual Misconduct with a Student	Yes	Revocation (Permanent)
21904	Miscellaneous	No	
21906	Miscellaneous	No	
21910	Miscellaneous	No	
21819	Inappropriate Conduct	Yes	Voluntary Surrender
21829	Miscellaneous	Yes	Revocation (Permanent)
21903	Substance Abuse	Yes	Revocation
21913	Miscellaneous	No	
21902	Theft-Fraud	Yes	Letter of Reprimand
21907	Miscellaneous	Yes	Suspension

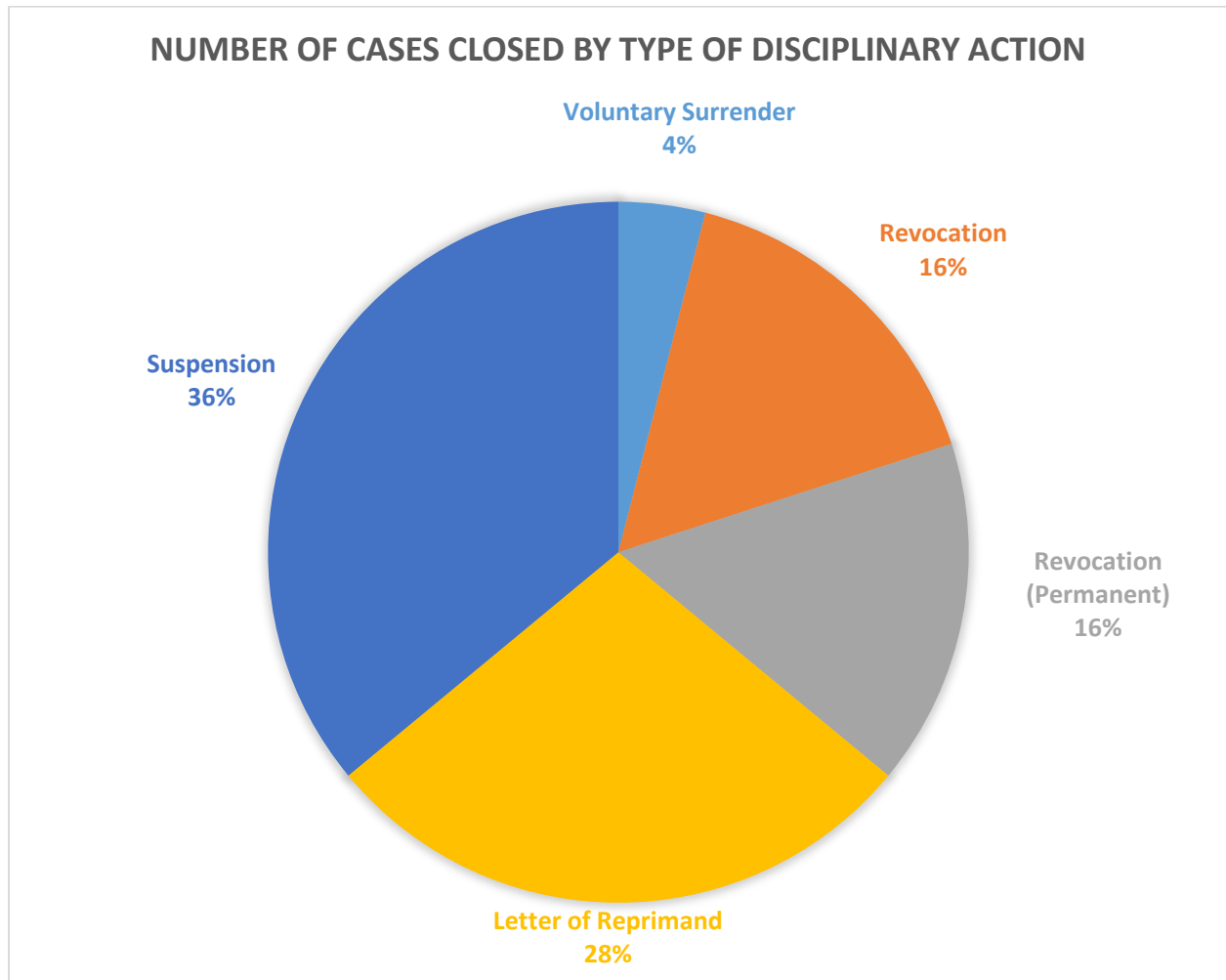
**2018-2019 Aggregate Data of Closed Ethics Cases Where Probable Cause Was Found**

During 2018-2019 the PSC closed thirty-six (36) cases and finalized disciplinary action in twenty five (25) cases. The disaggregated data is shown below. The first table shows the data by the category of the ethics violation. The second table displays the data by the type of disciplinary action.

Category of Ethics Violation	Number of Cases Closed	Percent of Cases Closed
Application Discrepancy	1	4%
Breach of Contract	6	24%
Felony (Other)	-	0%
Felony (Violent)	-	0%
Inappropriate Conduct	3	12%
Inappropriate Conduct with Student	2	8%
Miscellaneous	4	16%
Misdemeanor	-	0%
Sexual Misconduct Not with a Student	2	8%
Sexual Misconduct with a Student	2	8%
Substance Abuse	4	16%
Theft-Fraud	1	4%



Type of Disciplinary Action	Number of Cases Closed	Percent of Cases Closed
Conditioned Certificate	-	0%
Letter of Reprimand	7	28%
Revocation	4	16%
Revocation (Permanent)	4	16%
Suspension	9	36%
Voluntary Surrender	1	4%



## STANDARDS COMMITTEE ACTIVITIES

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The Standards Committee is responsible for completing educator preparation standards reviews, educator preparation program reviews, and educator preparation new program proposal reviews for recommendation to the full PSC. The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education for approval consideration.

### EDUCATOR PREPARATION STANDARDS REVIEWS

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The purpose of educator preparation standards reviews is to define and establish rigorous and research-based standards that better align with national standards and best practices. The standards provide requirements for educator preparation programs to ensure that future educators acquire the knowledge and performance standards to best meet the needs of students.

IDAPA 08.02.02.004 directs that the PSC continuously review/revise 20 percent of the standards per year. The review process involves teams of content area experts from higher education faculty and educators in K-12 Idaho schools. The standards and endorsements are reviewed and presented to the PSC, and then the State Board of Education for approval. Once approved, they are reviewed and approved by the legislature and become an incorporated-by-reference document in State Board rule.

The following standards and endorsements were reviewed by the PSC during the 2018-2019 school year:

- Blended Early Childhood Education/Early Childhood Special Education
- English Language Arts
- School Counselor
- School Psychologist
- School Social Worker
- Special Education
  - Blind and Visually Impaired
  - Deaf/Hard of Hearing
  - Exceptional Child Generalist

## EDUCATOR PREPARATION PROGRAM REVIEWS

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Each educator preparation program will undergo a state program approval process that is designed to assure that graduates meet the Idaho standards for professional educators. The PSC follows the national accreditation council model by which institutions pursue continuing approval through a full program review every seven (7) years. Additionally, the PSC conducts State-Specific Requirement Reviews, not to exceed every third year following the full program review. The requirements are defined in IDAPA 08.02.02.100: Rules Governing Uniformity and the CAEP standards.

The process for teacher preparation program approval is specifically defined in the [\*Manual of Instructions for Program Approval for Certification of Idaho\*](#).

The standards for evaluating teacher preparation programs are found in the [\*Idaho Standards for Initial Certification of Professional School Personnel\*](#) as updated and approved by the State Board of Education. For review purposes, pertinent rubrics accompanying these standards are on file in the office of the State Department of Education, Certification and Professional Standards.

Current CAEP standards can be reviewed on the [CAEP website](#).

Current PSC materials, reports, and resources are also available on the [State Department of Education website](#).

The following educator preparation programs were reviewed by the PSC during the 2018-2019 school year:

- **College of Idaho**

A state on-site Full Unit Program review was held at College of Idaho (C of I) on April 15-17, 2018. The CAEP State Team Report and State Review Team Report from that on-site visit were subsequently submitted to the PSC at its November 15-16, 2018, meeting. The reports were considered, and the PSC recommended that the State Board of Education accept the recommendations in those reports with revisions.

The Idaho State Board of Education, at its February 14, 2019, meeting, approved the recommendations from the PSC for the College of Idaho reports. Conditionally approved programs are subject to a focused revisit within three years following the on-site visit to determine if specific standards are met.

Specific information regarding the Idaho State Board of Education's review of these documents can be found on the [State Board of Education's website](#).

- **Northwest Nazarene University – Focused Visit**

A state on-site Focused Visit was held at Northwest Nazarene University (NNU) from September 29-October 2, 2018. Team reports were submitted to the PSC at its January 24-25, 2019 meeting. The reports were considered, and the PSC recommended that the State Board of Education accept the recommendations with revisions.

The Idaho State Board of Education, at its April 18, 2019 meeting, approved the recommendations from the PSC for the Northwest Nazarene University state team report resulting from the on-site visit.

Specific information regarding the Idaho State Board of Education's review of these documents can be found on the [State Board of Education's website](#).

- **Brigham Young University-Idaho**

A state on-site Full Unit Program review was held at Brigham Young University-Idaho (BYU-I) on October 24-26, 2018. The CAEP State Team Report and State Review Team Report from that on-site visit were subsequently submitted to the PSC at its April 4-5, 2019 meeting. The reports were considered, and the PSC recommended that the State Board of Education accept the recommendations in those reports with revisions.

The Idaho State Board of Education, at its June 20, 2019 meeting, approved the recommendations from the PSC for the Brigham Young University-Idaho reports. Conditionally approved programs are subject to a focused revisit within three years following the on-site visit to determine if specific standards are met.

Specific information regarding the Idaho State Board of Education's review of these documents can be found on the [State Board of Education's website](#).

- **Idaho State University – Focused Visit**

A state on-site Focused Visit was held at Idaho State University from November 10-13, 2018. Team reports were submitted to the PSC at its April 4-5, 2019 meeting. The reports were considered, and the PSC recommended that the State Board of Education accept the recommendations with revisions.

The Idaho State Board of Education, at its June 20, 2019 meeting, approved the recommendations from the PSC for the Idaho State University state team report resulting from the on-site visit.

Specific information regarding the Idaho State Board of Education's review of these documents can be found on the [State Board of Education's website](#).

## EDUCATOR PREPARATION NEW PROGRAM PROPOSAL REVIEWS

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Each educator preparation new program proposal will undergo a desk review designed to confirm the new program meets the standards in the [\*Idaho Standards for Initial Certification of Professional School Personnel\*](#). The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education for approval consideration.

The following educator preparation new program proposals were reviewed by the PSC and recommendation was made to the State Board of Education for conditional approval during the 2018-2019 school year:

- College of Idaho
  - Mathematics
- Lewis Clark State College
  - Non Traditional Educator Preparation Program
- Northwest Nazarene University
  - Computer Science

**APPENDIX – FISCAL YEAR 2019 BUDGET EXPENDITURES**

<b>Revenue</b>	<b>Estimated</b>	<b>Actual Revenue</b>	<b>Variance</b>
Cert Application Fees	\$590,000	\$628,375	\$38,375
<b>Personnel</b>	<b>Budget</b>	<b>Actual Expenditures</b>	<b>Variance</b>
Salaries & Benefits	\$436,800	\$450,669	(\$13,869)
<b>Expenses (Spending Authority)</b>	<b>Budget</b>	<b>Actual Expenditures</b>	<b>Variance</b>
<b>Operating Expenses</b>			
PSC Meeting/Travel/Meals	\$35,000	\$26,870	\$8,130
PSC PD & Training	\$1,500	\$0	\$1,500
Attract/Recruit	\$3,000	\$236	\$2,764
Governmental Overhead	\$13,000	\$0	\$13,000
Communication	\$12,000	\$7,912	\$4,088
Staff Development	\$1,700	\$1,565	\$135
Repairs & Maintenance Services and Supplies	\$1,000	\$0	\$1,000
Administrative Services	\$3,500	(\$3,442)	\$6,942
Computer Services	\$250	\$0	\$250
Staff Travel Costs	\$12,500	\$12,078	\$422
Administrative/Office Supplies	\$7,500	\$5,355	\$2,145
Computer Supplies	\$250	\$146	\$104
Insurance	\$1,500	\$1,245	\$255
Rentals & Operating Leases	\$10,000	\$9,885	\$115
Payroll/ Accounting	\$2,000	\$1,748	\$252
<b>Committee Work Expenses</b>			
Executive - Printing	\$0	\$0	\$0
Executive - Investigations/Hearings/Trainings	\$8,000	\$1,892	\$6,108
Executive - Contract Investigative Services	\$8,000	\$1,163	\$6,838
Executive - NASDTEC Professional Practices Institute	\$7,000	\$5,256	\$1,744
Executive - NASDTEC Dues	\$4,500	\$4,500	\$0
Standards - Standard Reviews	\$25,000	\$10,075	\$14,925
Standards - EPP Reviews and Focused Visits	\$20,000	\$19,613	\$387
Standards - CAEP Partnership Dues	\$4,720	\$9,970	(\$5,250)
<b>Capital Expenses</b>			
Computer Equipment	\$2,000	\$0	\$2,000
Office Equipment	\$1,500	\$92	\$1,408
<b>Total Expenses (Spending Authority)</b>	<b>\$185,420</b>	<b>\$116,159</b>	<b>\$69,261</b>
<b>All Expenditures (Personnel + Expenses)</b>	<b>\$622,220</b>	<b>\$566,828</b>	
<b>Revenue Less All Expenditures</b>	<b>(\$32,220)</b>	<b>\$61,547</b>	





# Professional Standards Commission

Annual Report 2018-2019

Lisa Colón Durham  
Professional Standards Commission Administrator



December 18, 2019

## PSC Overview



- The PSC consists of 18 constituency members that are nominated by respective stakeholders, appointed or reappointed by the State Board of Education for terms of three years:
  - Secondary or Elementary Classroom Teacher (5)
  - Exceptional Child Teacher (1)
  - School Counselor (1)
  - Elementary School Principal (1)
  - Secondary School Principal (1)
  - Special Education Director (1)
  - School Superintendent (1)
  - School Board Member (1)
  - Public Higher Education Faculty Member (2)
  - Private Higher Education Faculty Member (1)
  - Public Higher Education Letters and Sciences Faculty Member (1)
  - State Career & Technical Education Staff Member (1)
  - State Department of Education Staff Member (1)

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## PSC Overview



- The PSC has four standing committees that have specific duties:
  1. Authorizations Committee
  2. Budget Committee
  3. Executive Committee
  4. Standards Committee

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## PSC Annual Report



- Alternative Authorizations
- Executive Committee
- Standards Committee
- Budget Committee – FY19 Budget Expenditures

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# Professional Standards Commission

Annual Report 2018-2019 – Alternative Authorizations



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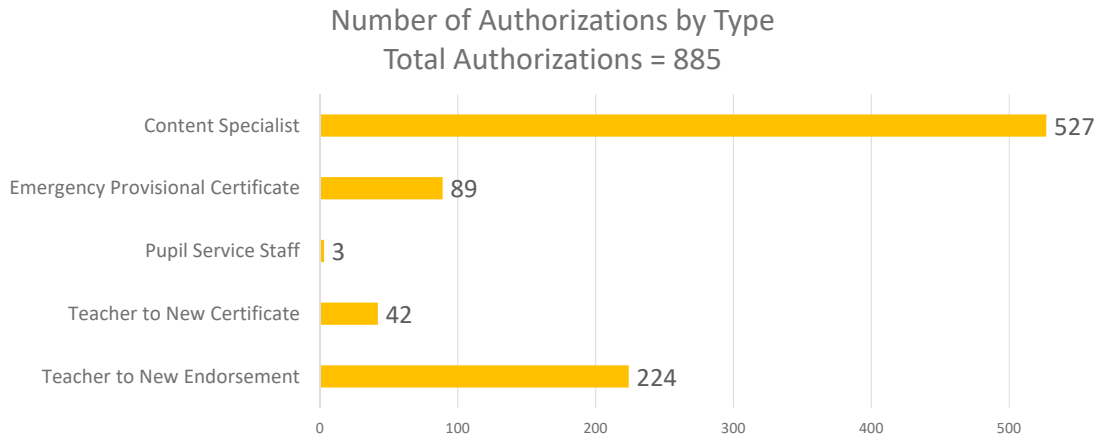
## PSC Alternative Authorizations



- Emergency Provisional Certificates
- Authorization Types
  - Content Specialist
  - Pupil Service Staff
  - Teacher to New Certificate
  - Teacher to New Endorsement

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## PSC Alternative Authorizations



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## PSC Alternative Authorizations



- There were 20,054 total certificated educators employed statewide during the 2018-2019 school year.
- The percentage of educators working with an alternative authorization was 4.41%

Authorization Type	2016-2017 Number of Authorizations	2017-2018 Number of Authorizations	2018-2019 Number of Authorizations
Emergency Provisional Certificates	29	35	89
Teacher to New Certificate	34	33	42
Teacher to New Endorsement	219	206	224
Content Specialist	403	509	527
Pupil Service Staff	11	3	3
<b>TOTAL</b>	<b>696</b>	<b>786</b>	<b>885</b>

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## Professional Standards Commission

Annual Report 2018-2019 – Executive Committee



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## PSC Executive Committee



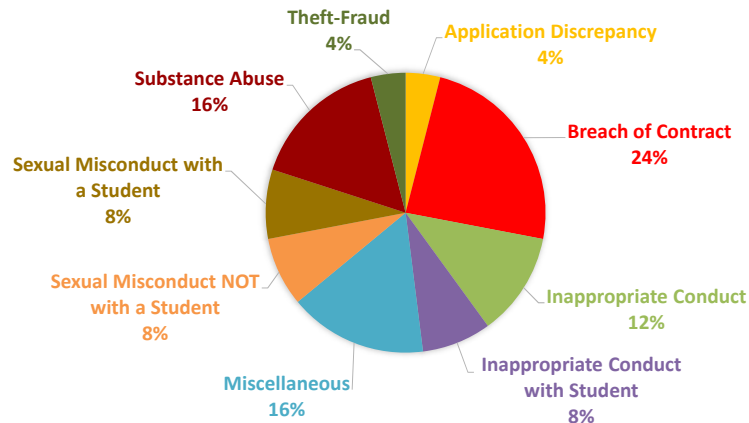
- During 2018-2019, the PSC received 80 written complaints of alleged educator ethical misconduct, out of which 33 cases were opened.
- There were 36 cases closed during 2018-2019.
  - 25 cases – probable cause found with disciplinary action taken
  - 11 cases – no probable cause found
  - 7 of the 36 cases were for educators employed as an administrator
- PSC staff conducted one (1) educator ethical misconduct hearing during 2018-2019.

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## PSC Executive Committee



### NUMBER OF CASES CLOSED BY CATEGORY OF ETHICS VIOLATION



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## PSC Executive Committee

### Summary of Closed Cases for Probable Cause Determination by Category of Ethics Violation



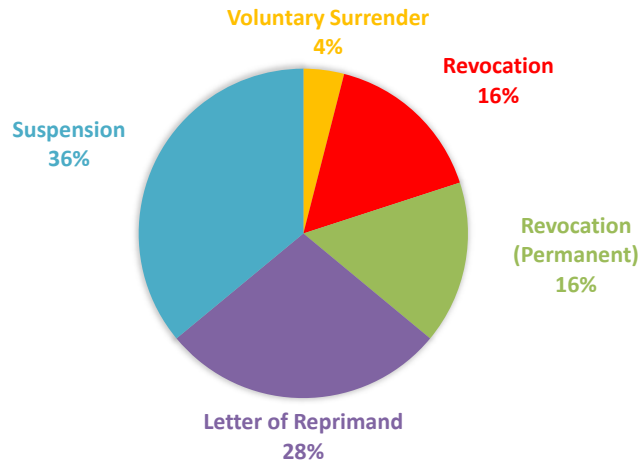
Category of Ethics Violation	2016-2017 Number of Cases Closed	2017-2018 Number of Cases Closed	2018-2019 Number of Cases Closed
Application Discrepancy	2	1	1
Breach of Contract	3	1	6
Felony (Other)	-	-	-
Felony (Violent)	-	-	-
Inappropriate Conduct	2	-	3
Inappropriate Conduct with Student	8	11	2
Miscellaneous	3	6	4
Misdemeanor	1	-	-
Sexual Misconduct Not with a Student	1	-	2
Sexual Misconduct with a Student	2	1	2
Substance Abuse	4	6	4
Theft-Fraud	2	4	1

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## PSC Executive Committee



NUMBER OF CASES CLOSED BY TYPE OF DISCIPLINARY ACTION



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## PSC Executive Committee

Summary of Closed Cases for Probable Cause Determination by Type of Disciplinary Action



Type of Disciplinary Violation	2016-2017 Number of Cases Closed	2017-2018 Number of Cases Closed	2018-2019 Number of Cases Closed
Conditioned Certificate	2	1	-
Letter of Reprimand	7	12	7
Revocation	7	8	4
Revocation (Permanent)	2	1	4
Suspension	9	8	9
Voluntary Surrender	1	-	1

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# Professional Standards Commission

Annual Report 2018-2019 – Standards Committee



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## PSC Standards Committee



- Reviews 20% of the educator preparation standards and endorsements each year. The following were reviewed during 2018-2019:
  - Blended Early Childhood Education/Early Childhood Special Education
  - English Language Arts
  - School Counselor
  - School Psychologist
  - School Social Worker
  - Special Education
    - Blind and Visually Impaired
    - Deaf/Hard of Hearing
    - Exceptional Child Generalist

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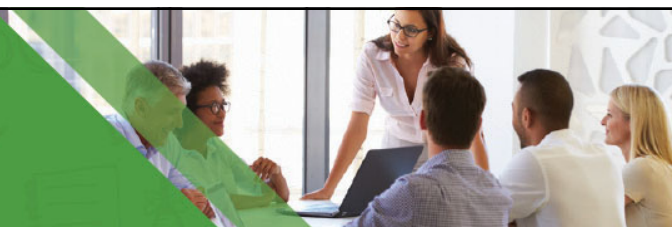
## PSC Standards Committee



- Completes educator preparation program reviews. The following program reviews were completed during 2018-2019:
  - College of Idaho – Full Unit Program Review
  - Northwest Nazarene University – Focused Visit
  - Brigham Young University – Full Unit Program Review
  - Idaho State University – Focused Visit
- Completes educator preparation new program proposal desk reviews. The following new programs for certification were reviewed and approved by the State Board of Education during 2018-2019:
  - College of Idaho – Mathematics
  - Lewis Clark State College – Non-Traditional Educator Preparation Program
  - Northwest Nazarene University – Computer Science

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## Questions?



**Lisa Colón Durham** | Professional Standards Commission Administrator  
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**DEPARTMENT OF EDUCATION  
DECEMBER 18, 2019**

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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

American Board for Certification of Teacher Excellence Educator Preparation Program Review: State Program Approval Review Team Report

**REFERENCE**

November 4, 2003                      Board approved American Board Certification for Teacher Excellence as an approved vehicle for Idaho certification in Idaho public schools.

**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: Workforce Readiness, Objective A: Workforce Alignment

**BACKGROUND/DISCUSSION**

The Professional Standards Commission (PSC) is tasked with reviewing all State Board-approved teacher preparation programs, including non-traditional routes. From May 20 - 23, 2019, the PSC convened a State Review Team composed of 12 content experts and two (2) state facilitators to conduct a full unit review of the American Board for Certification of Teacher Excellence (ABCTE) educator preparation program.

The purpose of the on-site review was to determine if sufficient evidence was presented by ABCTE indicating that candidates meet state standards for initial certification. The standards used to validate the State Report were the State Board of Education-approved *Idaho Standards for the Initial Certification of Professional School Personnel*. Pursuant to IDAPA 08.02.02.100.02.d, the ABCTE program, being a non-traditional educator preparation program, must be aligned to these standards. 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, and individual program foundation and enhancement standards were reviewed.

Team members looked for a minimum of three applicable pieces of evidence provided by ABCTE to validate each standard. This evidence included but was not limited to: ABCTE web content, candidate lesson plans, ABCTE Professional Teaching Knowledge (PTK) Standards, surveys, clinical experience, observations, observation and evaluation forms, professional learning plans, exam snapshots, study plans and guides, classroom activities, and written testimonials from and

**DEPARTMENT OF EDUCATION  
DECEMBER 18, 2019**

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interviews with candidates, ABCTE staff, mentor teachers, and/or school principals.

After the site visit and review of the State Team Report, ABCTE submitted a rejoinder to the State Team Report. The Standards Committee of the PSC reviewed all documents at its September 19, 2019, meeting and recommended the State Team Report for approval. At the full PSC meeting on September 20, 2019, the PSC voted to recommend acceptance of the State Team Report as written. With this acceptance the PSC strongly recommended a focused review of the state-specific requirements that were not approved in this review, Preservice Technology and Model Preservice Student Teaching Experience.

The following standards/programs were recommended by the State Team as Conditionally Approved: Core Teaching Standards, Standards for Mathematics Teachers, Science Foundation Standards, Standards for Biology Teachers, Standards for Chemistry Teachers, Standards for Physics Teachers, and Standards for Elementary Teachers.

The following standards/programs were recommended by the State Team as Not Approved: Pre-Service Technology, Model Pre-Service Teaching Experience, Social Studies Foundation Standards, Standards for History Teachers, Standards for English Language Arts Teachers, Standards for Exceptional Child Generalists, and Standards for Literacy Teachers.

Programs that are Not Approved may be revised and resubmitted to the Standards Committee of the Professional Standards Commission for recommendation of Conditional Approval, provided the revised program request documents how the program will cover the knowledge and performance standards outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. As of October 31, 2019, ABCTE has provided no Revised Program Requests in response to the State Team Report.

## **IMPACT**

The recommendations in this report will enable ABCTE to prepare teachers in a manner that ensures all state teacher preparation standards are being effectively embedded in their non-traditional route teacher preparation programs.

Programs that are Not Approved will not be offered to ABCTE candidates seeking initial certification. ABCTE can continue to provide those programs recommended as Not Approved to those candidates who are already certificated and seeking to add an additional endorsement.

A focused review of state-specific requirements and all Conditionally Approved programs is scheduled for Spring 2022.

**DEPARTMENT OF EDUCATION  
DECEMBER 18, 2019**

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**ATTACHMENTS**

Attachment 1 – 2019 ABCTE State Team Report  
Attachment 2 – 2019 ABCTE Rejoinder

**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 that the programs meet the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to meet the core teaching standards (including technology standards and literacy education standards), 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 and approved programs and make recommendations to the Board regarding program approval and continuance. 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.

ABCTE is a computer-based educator preparation route designed as an avenue to enter the teacher profession or to add additional endorsements to an existing instructional certificate. Candidates participating in the program must hold a baccalaureate degree or higher. The Board approved ABCTE as an approved non-traditional route to educator certification in November 2003. Pursuant to IDAPA 08.02.02.100.04, each approved educator preparation program must go through a full program review every seven (7) to receive continuing approval of the program. Program reviews are based on the Idaho Standards for Initial Certification of Professional School Personnel. Additionally, focused reviews are required to be conducted of state-specific core teaching requirements during the interim, not to exceed every third year following the full program review. All approved non-traditional educator preparation programs are required to be reviewed for continued approval on the same schedule as traditional educator preparation programs. Reviews are required to include determination of continued alignment with the approved Idaho Standards for the Initial Certification of Professional School Personnel and effectiveness of program completers. Idaho

**DEPARTMENT OF EDUCATION  
DECEMBER 18, 2019**

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Standards for the Initial Certification of Professional School Personnel are separate from the accreditation standards that traditional institution-based educator preparation programs must also meet. Idaho's standards for initial certification are based on what completers must know and be able to do in the classroom and do not require educators be prepared in a specific way as long as they can meet the standards. Standards based on completer outcomes are equally applied to all programs, traditional and non-traditional. This is ABCTE's first program review. A summary of the Commission recommendations can be found on page 5 of Attachment 1.

The program review process is dependent on completer interviews, principal interviews, mentor interviews, and evidence provided by the educator preparation program. The ABCTE program evaluation was made more difficult by the lack of evidence provided by the program. Conditional approval of those programs indicated in the report will provide ABCTE with additional time to collect and provide evidence of their completers' ability to meet Idaho's state standards for Idaho educators. Acceptance of the recommendation of the Commission will grant conditional approval to those programs indicated on pages 5 and 6 of Attachment 1 and remove approval of those programs indicated as "Not Approved." Programs that are designated as Not Approved would no longer be able to accept new candidates for the program for initial Idaho certification. Individuals with an existing instructional certificate would be able still be able to use ABCTE for adding endorsements to an existing certificate through the alternative routes for endorsements.

**BOARD ACTION**

I move to accept the recommendation of the Professional Standards Commission and the 2019 ABCTE State Team Report as provided in Attachment 1.

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

# IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT-FULL PROGRAM REVIEW  
AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE  
MAY 20-23, 2019

Dr. Dana Johnson, Team Chair

Ken Cox

Heather Efaw

Nancy Gibson

Dr. Mark Haynal

Nichole Hall

Jared Hopkins

Stacey Jensen

Xeniya Kimball

Dr. Jonathan Lord

Megan Murdock

Dr. Sherawn Reberry

Lisa Colón Durham

Katie Mathias

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Professional Standards Commission

Idaho State Board of Education

Idaho State Department of Education



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## INTRODUCTION

Founded in 2001 by the U.S. Department of Education, American Board for Certification of Teacher Excellence (American Board or ABCTE) is a nonprofit organization that provides career changers with an alternative route to become teachers. American Board's online program is self-paced and includes online tutorials but requires no additional college coursework or student teaching.

American Board serves 15 states including Arizona, Arkansas, Florida, Idaho, Mississippi, Missouri, New Hampshire, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Utah, and Wisconsin.

In Idaho, American Board candidates have a prescribed path to completion, which requires several distinct parts that build on a route to certification. First, candidates complete ABCTE content and Professional Teaching Knowledge (PTK) exams. Next, if not currently employed with a district, candidates obtain employment with a district to complete the State of Idaho Interim Certificate requirements which may include the following: two years Idaho State Board Mentor Program, one year clinical experience with ABCTE (implemented 2017), Mathematical Thinking for Instruction (MTI) and Idaho Comprehensive Literacy Course (ICLC), mentor/evaluator checklist, Impact on Student Learning project, review of literature, and portfolio. Once the candidate has completed all requirements, the candidate converts the Idaho Interim Certificate into a five-year renewable certificate by submitting an application with the mentor and evaluator checklists. At this point, the candidate is then considered a completer.

The purpose of the review was to determine if sufficient evidence was presented indicating that candidates enrolled in American Board's educator preparation program (EPP) meet state standards for initial certification. A fourteen-member state program approval team 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 indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards and 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: ABCTE PTK/Idaho Core Teaching Standards Alignment Document, Candidate Lesson Plans, Observation/Evaluation Forms, Testimony Letters from district administrators, the ABCTE website, and ABCTE study materials. Observations of candidates teaching through an elementary school site visit were also used. In addition to this documentation, team members conducted interviews with candidates, mentors, a building administrator, and ABCTE representatives.

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
<b>Pre-Service Technology</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
<b>Model Pre-Service Student Teaching Experience</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
<b>Idaho Core Teaching Standards</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for Mathematics Teachers</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Science Foundation Standards</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for Biology Teachers</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for Chemistry Teachers</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for Physics Teachers</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Social Studies Foundation Standards</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	

Standards/Program	Recommendation	Notes
<b>Idaho Standards for History Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
<b>Idaho Standards for English Language Arts Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
<b>Idaho Standards for Exceptional Child Generalists</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
<b>Idaho Standards for Literacy Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
<b>Idaho Standards for Elementary Teachers</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input 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 as guidelines for reviewers 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"><li>The program provides evidence that candidates meet fewer than 75% of the indicators.</li></ul>	<ul style="list-style-type: none"><li>The program provides evidence that candidates meet 75%-100% of the indicators</li><li>The program provides evidence candidates use assessment results in guiding student instruction (when applicable).</li></ul>	<ul style="list-style-type: none"><li>The program provides evidence that candidates meet 100% of the indicators.</li><li>The program provides evidence of the use of data in program improvement decisions.</li><li>The program provides evidence of at least three (3) cycles of data of which must be sequential.</li></ul>

## STATE SPECIFIC REQUIREMENTS

### PRE-SERVICE TECHNOLOGY STANDARDS

**1. Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

- Promote, support, and model creative and innovative thinking and inventiveness
- Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

<b>Standard 1</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Facilitate and Inspire Student Learning and Creativity</b>	X		

**Standard 1 Analysis** –EPP provided evidence to support assessment of the ISTE Standards through the multiple-choice tests; but there was a lack of evidence of the outcome from the assessments. A PowerPoint for candidates was provided as evidence; it explained the ISTE Standards, but there was a lack of evidence on what the Candidates do with this knowledge. Conversation with the EPP representative confirmed that the technology components were designed to fit into their clinical experience to align with the district. An ABCTE-trained Kindergarten teacher in her second-year teaching stated that technology is a personal weakness; indicating that through the EPP's preparation technology learning was lacking. There is lack of sufficient evidence to support any of the indicators.

#### **Sources of Evidence**

- Assessments related to ISTE Standards
  - ISTE Standards PowerPoint
  - Interview with ABCTE candidate Kindergarten Teacher
- 2. Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.**

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

<b>Standard 2</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b><i>Design and develop digital age learning experiences and assessments</i></b>	X		

**Standard 2 Analysis** –Candidate, principal, and mentor interviews during an elementary school visit revealed that candidates feel technology is an area of weakness in preparation. Through reviews of lesson plans and evaluations provided in different content areas it was noticed that there is a smattering of technology woven into lessons, as the teacher is comfortable implementing. The mentor, in an interview, mentioned that ABCTE-trained teachers take more time in the mentoring process than teachers from traditional pre-service routes; when pressed further to explain she said, “they take more time”. The mentor explained that she observes in the ABCTE teacher classroom approximately once per quarter. Together, the mentor and candidate also meet on a weekly basis in a mentoring conversation; it was explained that the agenda for the mentoring conversations is determined by the school district’s mentor program. It was difficult to ascertain what was provided through the ABCTE program and what is provided through the district’s established mentor program. The mentor interviewed indicated that she had a short training from ABCTE in preparation for mentoring. The building principal was very enthusiastic about his team members, whether they arrived at his building through a traditional route or through the ABCTE program. When directly asked if he knew how the ABCTE program trained teachers his response was that he didn’t know what ABCTE did. Confirming the findings through the interview and research, conversations with the ABCTE staff reiterated the findings – that the technology components are designed to fit into their district clinical experience and what is learned is left up to the district. There were indicators that technology is embedded throughout the Professional Teaching Knowledge (PTK); however, there was lack of evidence surrounding the Pre-Service Technology Standards.

**Sources of Evidence**

- Interview with ABCTE candidate

- Interview with Building Principal
- Interview with Building Mentor
- Interview with ABCTE Staff Member
- Lesson Plans
- Evaluations

**3. Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.**

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

<b>Standard 3</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Model digital age work and learning</b>	X		

**Standard 3 Analysis** – The EPP is a fully online teacher preparation program, except the candidates are isolated, not progressing through the content in a cohort group. The interview with the ABCTE candidate indicated that the ABCTE exams were strong and she felt prepared for their exam; but mentioned that her real learning started as she began her teaching tenure. In reviewing the documentation provided there was reference to technology, but there was no alignment found between the course work and the Pre-Service Technology Standards. There was not sufficient data for this Standard to demonstrate fluency in any of the listed learning targets.

**Sources of Evidence**

- Interview with ABCTE-trained teacher
- PTK Standards
- Interview with ABCTE staff

**4. Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.**

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the

appropriate documentation of sources

- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

<b>Standard 4</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b><i>Promote and model digital citizenship and responsibility</i></b>	X		

**Standard 4 Analysis** – A document titled, “Technology.PDF”, was located in the artifacts file for the Pre-Service Technology. This document was a compilation of the technology references throughout the PTK document. The information shared seemed to be an older version as it references needing to learn to program a VCR; in conversation with the ABCTE representatives, it was verified that this language was left in due to the nature of rural districts. There were several guidelines included that referenced responsibility for teachers in learning the technologies with and for their students. The documentation indicates that ABCTE candidates are learning the value of technology as a tool and are provided examples of use.

**Sources of Evidence**

- Technology PDF in Evidence Google Drive for Pre-Service Technology
- ISTE PowerPoint
- ABCTE representatives

**5. Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.**

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession



and of their school and community

<b>Standard 5</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b><i>Engage in professional growth and leadership</i></b>	X		

**Standard 5 Analysis** – There was lack of sufficient evidence to demonstrate the candidate’s ability to engage with this standard. Throughout the review it was apparent that technology isn’t standalone with regards to the ABCTE course content but woven throughout different components. In conversation with the ABCTE representatives, it was noted that the information is provided for the candidates to digest and the real technology learning is completed during the clinical experience and aligned to the district expectations. This is concerning, because the candidates are completing exams indicating they have knowledge of the Pre-Service Technology Standards. During the interview with the ABCTE candidate, she indicated that her real learning occurred once employed at the school; not through content from ABCTE. Passing the exam would indicate that the candidate understands the expectations of Standard #5; but there is insufficient evidence to show understanding.

**Sources of Evidence**

- PTK Document
- ABCTE representatives
- ABCTE-trained teacher

**Summary**

EPP provided evidence in support of the Pre-Service Technology Standards; however there was insufficient evidence to indicate an acceptable rating. The EPP relies on local school districts and their mentor/evaluator to complete the State of Idaho Interim Certificate requirements. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature and Portfolio are all aspects of the candidate’s process in achieving completer status. The current program has two parts, and for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. In order to review and understand the ABCTE program fully with the artifacts the following items would need to be provided:

- Update the Technology Standards, as ISTE Teacher Standards were updated in 2018
- Interviews from candidates
- Alignment for technology standards
- Technology performance indicators
- Authentic performance artifacts
- Observations and lesson plans specific to technology

<i>Summary</i>	<i>Total Number of Standards</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<b>Pre-Service Technology Standards</b>	5	5		

***Areas for Improvement***

- *A technology portfolio compiled throughout the Candidate's tenure may assist the candidate, mentor program, employing district and certification programs in validating evidence of knowledge and performance.*
- *Candidates in the EPP program would benefit from authentic performance practice throughout their coursework. Building relationships between the ABCTE representatives/staff, candidate, and potential employing districts would benefit all parties in placement for the clinical experience.*
- *A Mentor Program implemented early in coursework may assist the candidate in expectations earlier and in understanding different ways to implement what they are learning.*
- *The EPP would benefit from the development of an alignment for the Pre-Service Technology Standards to indicators for the standards.*
- *Many of the findings would be addressed if ABCTE were to align with the new ISTE Standards from 2018. Currently, all of the ISTE Standards referenced in the ABCTE evidence are to an older version. ABCTE would benefit if the Technology Standards were updated to the latest version.*

***Recommended Action on Pre-Service Technology Standards***

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

IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

**Standard 1: Mentor Teacher.** *The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.*

- 1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.
- 1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.
- 1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.
- 1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.
- 1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.
- 1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

<b>Standard 1</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Mentor Teacher</b>	X		

**Standard 1 Analysis** – Based on clinical experience guiding documents, observations and interview with mentor teachers, the mentor teacher is decided by the building principal/administrator. The Rigorous Criteria section of the Clinical Experience Background document identifies the mentor teacher must be licensed in the current school and teach in the same subject area as the candidate, Standard 1(a). In addition, the ABCTE clinical experience staff interviews the mentor teacher identified by building principal/administrator. Evidence was not provided for Standards 1(b) through 1(f). None of the evidence provided showed the mentor teacher is trained in using the observation tool, and observations conducted lack documentation of what actually occurred in the lesson, Standards 1(e).

**Sources of Evidence**

- Clinical Experience Background
- Clinical Experience Overview
- Interview

**Standard 2: Educator Preparation Program (EPP) Supervisor.** *The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.*

- 2(a) The EPP supervisor has P-12 education certified field experience.

- 2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.
- 2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.
- 2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

<b>Standard 2</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Educator Preparation Program (EPP) Supervisor</b>	X		

**Standard 2 Analysis** – Clinical Experience Background document indicates ABCTE has clinical experience staff who conducts the interview of the mentor teacher and receives required documentation. There is no evidence provided regarding the qualifications for the ABCTE clinical experience staff, Standards 2(a) through 2(d).

**Sources of Evidence**

- Clinical Experience Background
- Clinical Experience Overview

**Standard 3: Partnership.**

- 3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.
- 3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

<b>Standard 3</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Partnership</b>		X	

**Standard 3 Analysis** – The building principal/administrator selects the mentor teacher for the candidate and is interviewed by ABCTE clinical experience staff. This indicates limited partnership in the selection of the mentor; however, no evidence was provided for supporting the duties of the mentor teacher, Standard 3(a). Both the school and ABCTE supports the candidate during the clinical experience, Standards 3(b).

**Sources of Evidence**

- Clinical Experience Background
- Clinical Experience Overview
- Interview

***Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.***

- 4(a) Passed background check
- 4(b) Competency in prior field experience
- 4(c) Passed all required Praxis tests
- 4(d) Completion of all relevant coursework
- 4(e) Possesses dispositions of a professional educator

<b><i>Standard 4</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>Student Teacher</i></b>		X	

***Standard 4 Analysis*** – Candidates are required to pass a background check, Standard 4(a), in order to receive an Interim Certificate. Standard 4(b) would not apply for the ABCTE route as candidates complete their experience while employed. Candidates are required to pass the ABCTE Content Area exam and Professional Teaching Knowledge exam prior to receiving the Interim Certificate, Standards 4(c) and 4(d). No evidence provided regarding dispositions of candidates, Standards 4(e).

***Sources of Evidence***

- State Department of Education Website
- ABCTE Website
- Presentation by ABCTE

***Standard 5: Student Teaching Experience***

- 5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework
- 5(b) At least three formative assessments by the mentor teacher
- 5(c) One common summative assessment based on state teacher evaluation framework
- 5(d) Performance assessment including influence on P-12 student growth
- 5(e) Recommended minimum 14 weeks student teaching
- 5(f) Development of an Individualized Professional Learning Plan (IPLP)
- 5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*
- 5(h) Relevant preparatory experience for an Idaho teacher's certificate

<b>Standard 5</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Student Teaching Experience</b>	X		

**Standard 5 Analysis** – Six formal evaluations are required to be completed by the mentor teacher as well as six reports submitted to ABCTE clinical experience staff, Standard 5(a) and 5(b). The observation tool used indicates it is based on Danielson Framework for Teaching; however, the tool lacks the majority of domains and components, Standard 5(a) and 5(c). Clinical experience is a yearlong experience, Standards 5(e). Clinical experience requires development of Individualized Professional Learning Plan (IPLP) and evidence includes completed IPLPs, Standard 5(f). No evidence was provided for clinical experience showing competence in meeting the Idaho Standards for Initial Certification of Professional School Personnel, Standard 5(g), nor evidence provided for Standards 5(d) and 5(h).

**Sources of Evidence**

- Clinical Experience Background
- Clinical Experience Overview
- Individualized Professional Learning Plans
- Observations

**Summary**

<b>Summary</b>	<b>Total Number of Standards</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Model Preservice Student Teaching Experience Standards</b>	5	3	2	0

**Areas for Improvement**

- Provide criteria for selection and training of mentor teacher, focusing on coaching and conducting observations.
- Align clinical experience to ensure Idaho Standards for Initial Certification of Professional School Personnel are covered, including dispositions.
- Include summative assessment based on Idaho teacher evaluation (Danielson Framework for Teaching) and conduct observations using Idaho teacher evaluation observation forms.

- *Identify criteria for ABCTE clinical experience staff as well as responsibilities for supporting both the mentor teacher and candidate.*

***Recommended Action on Model Preservice Student Teaching Experience Standards***

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

## 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. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

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

**1.1 Analysis** – *The ABCTE PTK/Idaho Core Teaching Standards alignment document, candidate lesson plans, and observation report provide sufficient evidence that teacher candidates demonstrate adequate understanding of Indicators 1, 2, and 3. There is insufficient evidence that indicator 4 is adequately addressed. Ensuring candidates understand the role of learners' language and culture in learning and how to modify instruction to make language comprehensible, and instruction accessible and challenging is insufficiently addressed in the PTK, and there is limited but insufficient evidence of this being done in candidate lesson plans. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

### **Sources of Evidence**



- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observations Reports*

**Performance**

1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

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

**1.2 Analysis** – While there is sufficient evidence that through the PTK exam candidates are aware of Indicators 1 and 2, the PTK does not provide sufficient evidence of candidates meeting Indicator 3. A review of observations and candidate lesson plans provided sufficient evidence that candidates meet Indicators 1, 2 and 3. There is insufficient evidence in candidate lesson plans and observations that Indicator 3 is met, in particular collaborating with families and communities to promote learner growth and development.

**Sources of Evidence**

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observations*

**Disposition**

1. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development
2. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
3. The teacher takes responsibility for promoting learners' growth and development.

4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

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

**1.3 Analysis** – *There is limited, but insufficient, evidence that Indicators 1, 2, 3 and 4 are adequately addressed on the PTK exams. There is insufficient evidence that Indicators 1, 2, 3 or 4 are sufficiently, consistently, or intentionally addressed in the development or evaluation of lesson plans or observations. A 2016 principal survey provided aggregated evidence that principals were asked to evaluate certain candidate dispositions, but not those related to Indicators 1, 2, or 3. While testimony from principals makes general reference to ABCTE candidates demonstrating certain dispositions, there is insufficient evidence that Standard 1's dispositions are systematically developed or evaluated as part of ABCTE's program.*

**Sources of Evidence**

- Testimony – 2016 Principal Survey
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations
- Learning Plans
- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Interviews with Candidates and Mentors

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

**Knowledge**

1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
3. The teacher knows about second language acquisition processes and knows how to

incorporate instructional strategies and resources to support language acquisition.

4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

<b><i>Standard 2 Learning Differences</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>2.1 Knowledge</i></b>	X		

**2.1 Analysis** – *There is sufficient evidence that through the PTK exam candidates meet Indicators 1 and 4. There is limited, yet sufficient evidence that the PTK exam prepares candidates to meet Indicator 2. There is insufficient evidence that the PTK exam enables candidates to meet Indicators 3 and 5. Candidate observations provide sufficient evidence that Indicators 1 and 4 are met. Observations provided sufficient evidence that candidates meet Indicators 1 and 2. Overall, there is insufficient evidence in observations or lesson plans that Indicators 3, 4, and 5 are met. Lesson plans provide limited, but insufficient evidence that candidates have sufficient understanding of second language acquisition processes or culturally relevant instruction.*

**Sources of Evidence**

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observation*
- *Interviews with Candidates and Mentors*

**Performance**

1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

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

**2.2 Analysis** – The PTK, Candidate Lesson Plans and district and ABCTE observations provide ample evidence that Indicators 1, 2, 4, and 6 are met. There is more limited, yet sufficient, evidence that candidates meet Indicator 3. There is insufficient evidence that candidates meet Indicator 5. There is insufficient evidence in lesson plans that candidates consistently make content accessible to English language learners or plan to develop English proficiency.

**Sources of Evidence**

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observation
- Interviews with Candidates and Mentors

**Disposition**

1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
3. The teacher makes learners feel valued and helps them learn to value each other.

4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

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

**2.3 Analysis** – While there is limited, but sufficient, evidence that Indicators 1, 2, and 3 are adequately addressed as knowledge items on the PTK exams, there is insufficient evidence that these Indicators are, in practice, systematically developed or evaluated as dispositions as part of ABCTE's program.

**Sources of Evidence**

- Testimony – 2016 Principal Survey
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations
- Learning Plans
- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Interviews with Candidates and Mentors

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

**Knowledge**

1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
5. The teacher knows how to use technologies and how to guide learners to apply them in

appropriate, safe, and effective ways.

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

**3.1 Analysis** – *The PTK, observations and candidate lesson plans provide sufficient evidence that candidates meet Indicators 1, 2, 3 and 4. There is insufficient evidence that Indicator 5 is met. There is limited, but insufficient evidence that candidates consistently use technologies to guide learners or that there is ongoing instruction in how to use technologies in appropriate, safe and effective ways. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

**Sources of Evidence**

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observation*
- *Interviews with Candidates and Mentors*

**Performance**

1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and

responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

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

**3.2 Analysis** – The PTK and observations provide sufficient evidence that Indicators 1, 2, 3, 4, 5, 6 and 8 are met. Candidate lesson plans provide ample evidence that Indicators 2, 3, 4, and 5 are met. Overall, there is insufficient evidence that Indicator 7 is met. There is limited, but insufficient evidence that candidates consistently promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

**Sources of Evidence**

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observation
- Interviews with Candidates and Mentors

**Disposition**

1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
2. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
4. The teacher seeks to foster respectful communication among all members of the learning community.

5. The teacher is a thoughtful and responsive listener and observer.

<b><i>Standard 3 Learning Environments</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>3.3 Disposition</i></b>		X	

***3.3 Analysis*** –The PTK, observations, and principal testimonies provide sufficient evidence that candidates meet Standard 3.3.

***Sources of Evidence***

- Testimony – 2016 Principal Survey
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations
- Learning Plans
- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Interviews with Candidates and Mentors

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

**Knowledge**

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.



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

**4.1 Analysis** – The PTK, observations, and lesson plans provide ample and sufficient evidence that Indicators 1, 3, and 5 are met. The observations and lessons plans provide limited but sufficient evidence that Indicator 2 is met. There is insufficient evidence that Indicator 4 is met. Lesson plans show occasional, but insufficient integration of culturally relevant content to build on learners’ background knowledge. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.**

**Sources of Evidence**

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observations
- Interviews with Candidates and Mentors

**Performance**

1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.
2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.
5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners
8. The teacher creates opportunities for students to learn, practice, and master academic

language in their content.

9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

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

**4.2 Analysis** – The PTK, observations, principal testimony and lesson plans provide sufficient evidence that Indicators 1, 2, 4, 6, 7 and 8 are met. There is limited, yet sufficient evidence in lesson plans and observations that Indicators 3 and 6 are met. There is insufficient evidence that Indicators 5 and 9 are met. There is insufficient evidence in lesson plans that learner misconceptions are consistently anticipated and addressed. Furthermore, there is insufficient evidence that candidates evaluate learners' content knowledge in their primary language.

**Sources of Evidence**

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observation
- Interviews with Candidates and Mentors

**Disposition**

1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
2. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
4. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

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

**4.3 Analysis** – Principal testimony, observations and candidate lesson plans provide evidence that Indicator 4 is met. Candidate lesson plans and Professional Learning Plans provide sufficient evidence that Indicators 1 and 2 are met. There is insufficient evidence Indicator 3 is met. Insufficient evidence is provided relative to candidates recognizing the potential of bias in his/her representation of the discipline and seeking ways to address bias.

**Sources of Evidence**

- Candidate Professional Learning Plans
- Candidate Lesson Plans
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations
- Interviews with Candidates and Mentors

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

**Knowledge**

1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
6. The teacher understands communication modes and skills as vehicles for learning (e.g.,

information gathering and processing) across disciplines as well as vehicles for expressing learning.

7. The teacher understands creative thinking processes and how to engage learners in producing original work.
8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

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

**5.1 Analysis** – Candidate lesson plans, observations and the PTK provide sufficient evidence that Indicators 1, 3, 5, and 8 are met. Lesson plans and observations provide sufficient evidence that Indicators 2, 6, and 7 are met. There is insufficient evidence that Indicator 4 is met. There is insufficient evidence that candidates evaluate issues of ethics and quality related to information and its use. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.**

**Sources of Evidence**

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observations
- Interviews with Candidates and Mentors

**Performance**

1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
8. The teacher develops and implements supports for learner literacy development across content areas.

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

***5.2 Analysis*** – The PTK, candidate lesson plans, observations and principal testimonials provide sufficient evidence that all performance indicators except 8 have been met. There is insufficient evidence in candidate lesson plans or observations that candidates consistently develop and implement supports for learner literacy development across content areas.

***Sources of Evidence***

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observation*
- *Interviews with Candidates and Mentors*

**Disposition**

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

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

***5.3 Analysis*** – Principal testimony, observations, lesson plans and Candidate Professional Learning Plans provide sufficient evidence that all indicators of Standard 5.3 are met.

***Sources of Evidence***

- *Candidate Professional Learning Plans*
- *Candidate Lesson Plans*
- *Testimony – Letters from Principals*
- *ABCTE Clinical Experience Observations*
- *District Observations*
- *Interviews with Candidates and Mentors*

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

**Knowledge**

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
6. The teacher knows when and how to evaluate and report learner progress against standards.

7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

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

**6.1 Analysis** – While the PTK, lesson plans and observations together provide sufficient evidence that Indicators 1, 2, 3, 5, 6, and 7 are met, gaps remain. The PTK provides limited evidence that Indicator 4 is addressed, but there is insufficient evidence within observations or lesson plans that candidates use assessment results to have students set goals for their own learning. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.**

**Sources of Evidence**

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observations

**Performance**

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

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

**6.2 Analysis** – The PTK, observations and candidate lesson plans provide sufficient evidence that Indicators 1, 2, 3, 4, 5, 6 and 8 are met. There is insufficient evidence that Indicators 7 and 9 are met. While candidates use multiple and appropriate types of assessments, there is insufficient evidence that the data is used to identify each student's learning needs and to develop differentiated learning experiences. There is limited but insufficient evidence that candidates continually seek appropriate ways to employ technology to support assessment or to more fully assess learner needs.

**Sources of Evidence**

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observation
- Interviews with Candidates and Mentors

**Disposition**

1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
2. The teacher takes responsibility for aligning instruction and assessment with learning goals.
3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.



4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

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

**6.3 Analysis** – Observations, principal testimony, and candidate lesson plans provide sufficient evidence that Indicators 1, 2, 4, and 5 are met. While the PTK addresses these indicators as knowledge items, there is insufficient specific evidence relative to candidate dispositions that Indicators 3 and 6 are met.

**Sources of Evidence**

- Testimony – 2016 Principal Survey
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations
- Learning Plans
- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Interviews with Candidates and Mentors

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

**Knowledge**

1. The teacher understands content and content standards and how these are organized in the curriculum.
2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
6. The teacher knows when and how to adjust plans based on assessment information and learner responses.
7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

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

**7.1 Analysis** – The PTK, candidate lesson plans, and observations provide sufficient evidence that Indicators 1, 3, 4, 5 and 7 have been met. There is insufficient evidence that Indicators 2 or 6 are consistently met. There is insufficient evidence in the PTK that candidates understand how integrating cross-disciplinary skills in instruction engages learners or when and how to adjust instruction based on assessment information and learner responses. Candidate lesson plans and observations provide evidence of a variety of forms of assessment being used, but insufficient explicit evidence of candidate knowledge regarding when and how to adjust instruction based on assessment information. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.**

**Sources of Evidence**

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observations

**Performance**

1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
2. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

<b>Standard 7 Planning for Instruction</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.2 Performance</b>		x	

**7.2 Analysis** – The testimonials, district observations, ABCTE clinical experience reports and lesson plans provide sufficient evidence that Indicators 1 and 4 are met. There is more limited, yet sufficient evidence that Indicators 2, 3, and 5 are met. There is insufficient evidence that Indicator 6 is met. Adding differentiation and reflection to lesson plan requirement could provide evidence of teacher meeting student needs and that the teacher evaluates plans and makes adjustments to lessons. Requiring a unit could provide evidence that teacher develops appropriate sequencing.

**Sources of Evidence**

- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observations
- Testimonials

**Disposition**

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

<b>Standard 7 Planning for Instruction</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.3 Disposition</b>	x		

**7.3 Analysis** – *There is limited evidence that Indicators 1, 2, 3 and 4 are adequately addressed and systematically developed or evaluated as part of ABCTE's program. Testimonials from administrators mention planning as a collegial activity with colleagues, but extensions to larger community is lacking. Adding differentiation and reflection to lesson plan requirement could provide evidence of teacher disposition regarding planning for instruction.*

**Sources of Evidence**

- Candidate Lesson Plans
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations

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

**Knowledge**

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
3. The teacher knows when and how to use appropriate strategies to differentiate instruction

and engage all learners in complex thinking and meaningful tasks.

4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

<b>Standard 8 Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.1 Knowledge</b>		X	

**8.1 Analysis:** The PTK study guide, workshop objectives, and suggested reading along with district mentor evaluations, observation records, and provided lesson plans indicate that ABCTE candidates use a variety of instructional strategies to encourage learners to develop understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The ABCTE PTK/Idaho Core Teaching Standards Alignment document stating that Idaho standards correlate to ABCTE standards without specific correlation to more specific knowledge indicators was heavily relied upon as evidence for candidates meeting this standard. Minimal evidence was found in the PTK study guide, observation and interview opportunities in regards to indicators 2, 3, 5 and 6. Aggregate and/or disaggregated data on all Idaho candidates' Teacher Observation tools or PTK test data was unavailable to verify knowledge. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.**

#### **Sources of Evidence**

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- ABCTE observations during clinical experience
- ABCTE provided incomplete PLP's from candidates in their clinical experience.
- <https://www.americanboard.org/ptk>
- ABCTE Candidate observation and interview
- Principal Interview
- Interview with mentors

**Performance**

1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

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

**8.2 Analysis** – Through district observation evaluations, candidate lesson plans and ABCTE clinical experience evaluation reports provide sufficient evidence that Indicators 1,2,4,5,6,7,8, and 9 are met. There is insufficient evidence in Indicator 9 demonstrating that the teacher candidate collaborates with learners to design and implement relevant learning experiences.

**Sources of Evidence**

- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observations*

**Disposition**

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

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

**8.3 Analysis** – District observations, candidate lesson plans and ABCTE clinical experience evaluations provide sufficient evidence that Indicators 1,2,3,4 are met.

**Sources of Evidence**

- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observations*

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

**Knowledge**

1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
2. The teacher know how to use learner data to analyze practice and differentiate instruction

accordingly.

3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

<b>Standard 9 Professional Learning and Ethical Practice</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.1 Knowledge</b>		X	

**7.2 Analysis** – The ABCTE PTK/Idaho Core Teaching Standards Alignment, the PTK study guide, ABCTE provided PLP's, observation forms utilized during clinical experience, and mentor evaluations provide limited but adequate evidence that teacher candidates engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of each learner. The ABCTE PTK/Idaho Core Teaching Standards Alignment document stating that Idaho standards correlate to ABCTE standards without specific correlation to more specific knowledge indicators was heavily relied upon as evidence for candidates meeting this standard. Minimal evidence was found in the PTK study guide, observation and interview opportunities in regards to indicators 1, 2, and 5. Aggregate and/or disaggregated data on all Idaho candidates' Teacher Observation tools or PTK test data was unavailable to verify knowledge. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.**

**Sources of Evidence**

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- ABCTE observations during clinical experience



- *ABCTE provided incomplete PLP's from candidates in their clinical experience.*
- <https://www.americanboard.org/ptk>
- *ABCTE Candidate observation and interview*
- *Principal Interview*
- *Interview with mentors*

### **Performance**

1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

<b><i>Standard 9 Professional Learning and Ethical Practice</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>9.2 Performance</i></b>		X	

***9.2 Analysis*** – *District-required evaluation forms, partially completed PLPs, candidate observation and interview, as well as district mentor interviews, provide acceptable evidence that ABCTE candidates are able to meet the Idaho performance indicators for standard 9. Lesson plans, interviews, and district mandated evaluation forms provide evidence that indicators 1, 2, 3, and 5 are met. Indicators 4 and 6 are less apparent in the evidence provided. Some evidence exists that the teacher actively seeks professional, community, and technological resources, within and outside the school but not necessarily for supports for analysis, reflection, and problem solving as stated in the indicator 4. In*

*addition, no evidence was provided that the teacher candidate 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 (Indicator 6).*

**Sources of Evidence**

- *ABCTE PTK/Idaho Core Teaching Standards Alignment document*
- *District required Observations/Evaluations forms for candidates*
- *Candidate provided lesson plans*
- *ABCTE provided incomplete PLP's from candidates in their clinical experience.*
- *<https://www.americanboard.org>*
- *ABCTE Candidate observation and interview*
- *Principal Interview*
- *Interview with mentors*
- *District required evaluation forms*

**Disposition**

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

<b>Standard 9 Professional Learning and Ethical Practice</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.3 Disposition</b>	X		

**9.3 Analysis** – *There is insufficient, evidence that Standard 10 disposition Indicators are adequately addressed on the PTK exams. There is insufficient evidence that disposition indicators are sufficiently, consistently or intentionally addressed in the development of evaluation lesson plans or observations. Some district data was provided to indicate that dispositions were evaluated but no aggregate or disaggregate data was provided on Idaho candidates While testimony from principals make general reference to ABCTE candidates*

*demonstrating certain dispositions, there is insufficient evidence that dispositions are systematically developed or evaluated as part of ABCTE's program.*

**Sources of Evidence**

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- ABCTE observations during clinical experience
- ABCTE provided incomplete PLP's from candidates in their clinical experience.
- <https://www.americanboard.org/ptk>
- ABCTE Candidate observation and interview
- Principal Interview
- District Mentors' interview

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

**Knowledge**

1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

**10.1 Analysis** – The ABCTE PTK/Idaho Core Teaching Standards Alignment document, PTK study guide, candidate interview, and candidate observation forms provide minimal but acceptable evidence that the teacher candidate 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. The ABCTE PTK/Idaho Core Teaching Standards Alignment document stating that Idaho standards correlate to ABCTE standards without specific correlation to more specific knowledge indicators was heavily relied upon as evidence for candidates meeting this standard. Minimal evidence was found in the PTK study guide, observation and interview opportunities in regards to indicators 1, 3, and 4. Aggregate and/or disaggregated data on all Idaho candidates' Teacher Observation tools or PTK test data was unavailable to verify knowledge. **This standard was found to be acceptable; however, in the future this crosswalk will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

#### Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- ABCTE observations during clinical experience
- ABCTE provided incomplete PLP's from candidates in their clinical experience.
- <https://www.americanboard.org/ptk>
- ABCTE Candidate observation and interview
- Principal Interview
- Interview with mentors

#### Performance

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
3. The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
7. The teacher uses technological tools and a variety of communication strategies to build

local and global learning communities that engage learners, families, and colleagues.

8. The teacher uses and generates meaningful research on education issues and policies.
9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

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

**10.2 Analysis** – Candidate lesson plans, district required observation/evaluation forms, candidate, principal, and district mentor interviews and candidate observation indicate that ABCTE candidates provide minimal but acceptable evidence for the performance indicators of standard 10. Mandated district observations/evaluations and interviews provide evidence for indicators 1, 2, 5, 6, 7, 9, 10, and 11. The fact that one ABCTE candidate was part of the Idaho Coaching Network provided evidence for many of these. However, no evidence was provided that teacher candidates engage 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 (indicator 3), or works collaboratively with learners and their families **to establish mutual expectations** portion of indicator 4. Several evaluation comments reported candidates were able to communicate with families regarding learner development and achievement. Finally, there was a lack of evidence to show that teacher candidates **generate** meaningful research on education issues and policies. Minimal evidence was provided to show that candidates used meaningful research on educational issues and policies (indicator 8).

#### **Sources of Evidence**

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- District required Observations/Evaluations forms for candidates
- Candidate provided lesson plans
- ABCTE provided incomplete PLP's from candidates in their clinical experience.
- <https://www.americanboard.org>
- ABCTE Candidate observation and interview
- Principal Interview

- Interview with mentors
- District required evaluation forms

***Disposition***

1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
2. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
4. The teacher takes responsibility for contributing to and advancing the profession.
5. The teacher embraces the challenge of continuous improvement and change.

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

***10.3 Analysis*** – There is insufficient evidence that Standard 10 disposition Indicators are adequately addressed on the PTK exams. There is insufficient evidence that disposition indicators are sufficiently, consistently, or intentionally addressed in the development of evaluation lesson plans or observations. Some district data was provided to indicate that dispositions were evaluated, but no aggregate or disaggregate data was provided on Idaho candidates. While testimony from principals generally referenced ABCTE candidates demonstrating certain dispositions, there is insufficient evidence that dispositions are systematically developed or evaluated as part of ABCTE's program.

***Sources of Evidence***

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- ABCTE observations during clinical experience
- ABCTE provided incomplete PLP's from candidates in their clinical experience.
- <https://www.americanboard.org/ptk>
- ABCTE Candidate observation and interview
- Principal Interview
- Interview with mentors

***Summary***

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

*Overall, the ABCTE provided multiple evidence items for meeting the Core Teaching Standards that were difficult to track and measure at the specific indicator level. A more concise alignment of evidence items to specific indicators under each core standard would benefit the overall understanding of the unit's ability to have candidates meet these standards. When ABCTE is reviewed again in the State's three- and seven-year cycle, more than just an articulation of meeting standards through the PTK/Idaho Core Teaching Standards alignment document provided aligning ABCTE standards and exam to Idaho standards is needed. Stronger data evidence of meeting knowledge standards would strengthen evidential proof ABCTE candidates are meeting the standards. The conclusion of acceptable on meeting the majority of knowledge-based standards was based largely on the reviewers' acceptance of the alignment document and not verifiable evidence. In addition, there is a concern as to whether ABCTE standards and materials are based on current educational research.*

***Specific Areas for Improvement***

- Sufficient evidence of candidates' knowledge and performance in all aspects of culturally relevant instruction and effectively instructing English Language Learners.
- Sufficient evidence of candidates' use of technology for effective instruction.
- Sufficient evidence of candidates' ability to develop literacy skills in all disciplines.
- Sufficient evidence of a comprehensive method to systematically monitor, assess, and develop candidate dispositions.
- Clearer articulation between indicators and evidence.
- Sufficient evidence that candidates' meet knowledge standards. The ABCTE PTK/Idaho Core Teaching Standards Alignment provided only partial evidence.

***Recommended Action for Idaho Core Teacher Standards***

- ☐ 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 learners.***

**Knowledge**

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

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

***1.1 Analysis – Professional Teaching Knowledge and Mathematics Content Standards, snapshot of exam, study plan, study guides, evaluations, observations, and provided classroom activities and lesson plans indicate that most candidates have sufficient content knowledge; lesson plans provide specific details related to candidates developing lesson plans with correct mathematical concepts.***

- ***Knowledge Indicator 1***
  - ***ABCTE Standards Alignment Document(s): Some aligned; a couple of***



*Professional Teaching Knowledge standards provided are misaligned. Reviewer found additional standards that align.*

- *District Candidate Evaluation(s): Candidate evaluations indicate proficiency in content knowledge and pedagogical approaches.*
- *District Candidate Observation(s): Observations provide evidence that Candidates have knowledge of a variety of problem-solving approaches; to include, predicting, organizing, summarizing, categorizing, and self-monitoring.*
- *District Candidate Lesson Plan(s): Lesson plans provide further evidence of a variety of problem-solving approaches across candidates. A couple of candidates provided lesson plans that show a variety of problem-solving approaches, while a good portion provided evidence that focus on procedural understanding.*
- *Knowledge Indicator 2*
  - *ABCTE Standards Alignment Documents: Some misalignment with the ABCTE's General Mathematics Content Area Standards; additional supporting standards found by reviewer.*
  - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
  - *District Candidate Lesson Plan(s): Lesson plan provides evidence of candidate understanding of algebra.*
- *Knowledge Indicator 3*
  - *ABCTE Standards Alignment Documents: Some misalignment with the ABCTE's General Mathematics Content Area Standards; additional supporting standards found by reviewer.*
  - *District Candidate Observations(s): Observation provides evidence that the candidate understands the concepts of Geometry.*
  - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
  - *District Candidate Lesson plan(s): Lesson plan provides evidence of candidate knowledge of content area.*
- *Knowledge Indicator 4*
  - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards provided align to the standard.*
  - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
- *Knowledge Indicator 5*
  - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards provided align to the standard.*
  - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of*

*candidate knowledge related to the Standard.*

- *Knowledge Indicator 6*
  - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards provided align to the standard.*
  - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
  - *District Candidate Evaluation(s): Evaluation documented a task that provided evidence that the candidate had an understanding of measurement.*
  - *District Candidate Lesson Plan(s): Lesson plan provides evidence of the candidate's understanding of Calculus content.*
- *Knowledge Indicator 7*
  - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards provided align to the standard.*
  - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
- *Knowledge Indicator 8*
  - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards somewhat align to the standard*
- *Knowledge Indicator 9*
  - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards are completely aligned; no alignment with provided Mathematics Standards.*

**Sources of Evidence**

- *ABCTE Professional Teaching Knowledge Standards*
- *ABCTE Mathematics Content Standards*
- *Candidate District Evaluations*
- *Candidate District Lesson Plans*
- *ABCTE Exam Snapshots*
- *ABCTE Content Study Plans*

**Performance**

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.
2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences.

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

### **1.2 Analysis**

*ABCTE Professional Teaching Knowledge Standards do not align to the performance standard.*

- *Performance Indicator 1*
  - *SDE Mentor Checklist: Requires a candidate to submit literature review of best practices in the content area, which may have an emphasis on historical context and current development of mathematics in teaching students; however, specific requirements were not provided, nor were the reviewers provided with evidence to examine.*
  - *District Lesson plan(s): One lesson plan describes use of current development of teaching mathematics through using self-paced user-adaptable system MobyMax. Use of current development of mathematics through the use of using Desmos lesson plans.*
  - *District Evaluation(s): Evaluation points to evidence of the TedED videos as current development of teaching mathematics.*
- *Performance Indicator 2*
  - *District Evaluation(s): Evaluation provided evidence that the Candidate applies appropriate and correct mathematical concepts in creating learning experiences.*
  - *District Observation(s): Observation evidence provided that the candidates apply appropriate and correct mathematical concepts in creating learning experiences.*

### **Sources of Evidence**

- *Candidate District Evaluations*
- *Candidate District Observations*

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

### **Knowledge**

1. The teacher knows how to make use of students' mathematical development, knowledge,

understandings, interests, and experiences.

2. The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.

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

**2.1 Analysis** – Standards Alignment Document(s): provided Professional Teaching Knowledge Standards align with the standard.

- **Knowledge Indicator 1**
  - *District Observation(s): Provided evidence that candidates are providing instruction on content that is appropriate for the age and educational background of students.*
  - *District Lesson plan(s): Lesson plans provided evidence that candidates are providing instruction on content that is appropriate for age and educational background of the students.*
  - *District Evaluation(s): evaluations provided evidence that candidates are providing instruction on content that is appropriate for age and educational background of the students.*
- **Knowledge Indicator 2**
  - *District Evaluation(s): Evaluations provided evidence of the candidate planning learning activities that respect and value student thinking, ideas and mathematical disposition.*

**Sources of Evidence**

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Observations*
- *Candidate District Evaluations*
- *Candidate District Lesson plans*

**Performance**

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
2. The teacher plans and delivers learning activities that respect and value students' ideas,

ways of thinking, and promotes positive mathematical dispositions.

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

**2.2 Analysis** – *Standards Alignment Documents: Professional Teaching Knowledge*  
Standards provided do not align with the performance standards.

- *Performance Indicator 1*
  - *District Evaluation(s): Evidence was found when candidates pre-assessed through questioning students' knowledge and utilized tasks that connected new knowledge to past knowledge.*
- *Performance Indicator 2*
  - *District Lesson plan(s): provides evidence that the candidate delivers learning plans that respect and value students' ideas and ways of thinking*
  - *Evaluation(s): Provides evidence that the candidate plans and delivers learning activities promoting positive mathematical dispositions*

**Sources of Evidence**

- *Candidate District Lesson Plans*
- *Candidate District Evaluations*

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

**Knowledge**

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

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

### 3.1 Analysis –

- *Standards Alignment Documents: Professional Teaching Knowledge Standards provided alignment with the knowledge standards.*
- *District Observation(s): Provides evidence that the candidate created a lesson plan that meets the needs of English Language Learners.*
- *District Evaluation(s): Candidates evaluated on developing and implementing instruction based on the levels of cognitive development of students; provides a variety of appropriately challenging materials and resources. Evaluation provides evidence that teacher candidate creates tasks that extend student thinking across multiple levels.*
- *District Lesson Plan(s): Lesson plan provides evidence of the candidate developing a lesson plan that meets the needs of students; planning to extend students as needed, provide supports to struggling students, and common misconceptions.*

### Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Observations*
- *Candidate District Evaluations*
- *Candidate District Lesson Plans*

### Performance

1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.

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

### 3.2 Analysis

- *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided do not align with the performance standards.*
- *District Observation(s): Provides evidence that the candidate provide English Language Learners with warm-up problems in their native language to increase understanding of academic vocabulary.*
- *District Lesson plan(s): Lesson plan provides evidence of candidate assisting*

*students learning mathematics by adapting and changing activities as needed.*

- *District Evaluation(s): Evaluation provided evidence of candidate differentiating learning based on students' visual needs.*

**Sources of Evidence**

- *Candidate District Observations*
- *Candidate District Lesson plans*
- *Candidate District Evaluations*

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

**Knowledge**

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

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

**4.1 Analysis**

- *Knowledge Indicator 1*
  - *ABCTE Standards Alignment Document(s): Professional Teaching Knowledge Standards provided align with the knowledge standards.*
  - *District Evaluation(s): Evaluation provided evidence that candidate provided students opportunities to justify their mathematical reasoning*
  - *District Lesson Plan(s): Lesson plan provides evidence that the candidate has formulated tasks that focus on the algorithm with little to no chances to develop mathematical reasoning.*
- *Knowledge Indicator 2*
  - *District Evaluation(s): Evaluation provides evidence that candidate uses his resources to learn multiple ways to investigate mathematics including problem-solving approaches.*
  - *District Lesson Plan(s): Provides evidence of candidate's ability to provide different instructional strategies for investigative purposes.*
- *Knowledge Indicator 3*
  - *ABCTE Standards: ABCTE's Mathematics Content Standards provided align with the knowledge standards; reviewer found evidence.*
- *Knowledge Indicator 4*
  - *District Evaluation(s): Evaluation provides evidence that candidate is using questioning and discussion techniques.*
- *Knowledge Indicator 5*
  - *District Lesson Plan(s): Lesson plan evidence where the focus was on simple and compound interest with additional examples of exponential functions.*
  - *District Evaluation(s): Evaluation provides evidence that students are engaged in providing explanations*
- *Knowledge Indicator 6*
  - *Misalignment of evidence provided.*
- *Knowledge Indicator 7*
  - *District Observation(s): Provides evidence that candidates use a variety of instructional practices to increase understanding; to include modeling, visuals, hands-on activities, demonstrations, etc.*



- *Knowledge Indicator 8*
  - *District Lesson Plan(s): Lesson plan provides evidence of candidate using appropriate technology for teaching mathematics (SmartBoard, MobyMax).*
  - *District Classroom Activity: Classroom activity provides evidence of candidate using appropriate technology for teaching mathematics using graphing calculator in Desmos activity.*

**Sources of Evidence**

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Observations*
- *Candidate District Evaluations*
- *Candidate District Classroom Activity*

**Performance**

1. The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem-solving approaches.
3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.
4. The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.
5. The teacher uses and encourages the students to use a variety of representations to communicate mathematically.
6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.
7. The teacher uses and involves students in the appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

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

#### **4.2 Analysis**

*Standards Alignment Documents: Professional Teaching Knowledge Standards provided do not align with the performance standards.*

- *Performance Indicator 1*
  - *District Candidate Observation(s): Observations provide evidence that candidate creates tasks that elicit problem-solving behavior in students.*
  - *Evaluation(s): Evaluation provided evidence of candidate providing students opportunities to provide their reasoning.*
- *Performance Indicator 2*
  - *District Candidate Observation(s): Provides evidence that candidates use a variety of instructional practices to increase understanding; to include modeling, visuals, hands-on activities, demonstrations, etc.*
  - *District Candidate Evaluation(s): Evaluation notes provide evidence of tasks that support students in investigating and understanding mathematics.*
- *Performance Indicator 3*
  - *District Candidate Observations(s): Evidence found of intuitive, informal exploration by students; no evidence found in regards to formal proof.*
  - *District Candidate Evaluation(s): Evidence found of intuitive, informal exploration by students; no evidence found in regards to formal proof.*
- *Performance Indicator 4*
  - *District Candidate Lesson Plan(s): Provides evidence of the the development of students' use of standard mathematical terms, notations and symbols.*
- *Performance Indicator 5*
  - *District Candidate Lesson Plan(s): Lesson plan provides evidence of candidate engaging students in the use of different representations to explain their mathematical reasoning.*

- *Performance Indicator 6*
  - *District Evaluation(s): evaluations provided evidence that the candidate engages students in explaining their thinking process and appropriate mathematical representations.*
- *Performance Indicator 7:*
  - *District Lesson Plan(s): Provides evidence of using online-based system MobyMax.*
  - *District Classroom Activity: Activity provides evidence of using Desmos-based activity involving use of graphing calculator.*
  - *District Evaluation(s): Provides evidence of the teacher using TedED videos for illustration of mathematical concept.*

**Sources of Evidence**

- *Candidate District Lesson Plans*
- *Candidate District Evaluations*
- *Candidate District Observations*
- *Candidate District Classroom Activity*

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

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

**Knowledge**

1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

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

**6.1 Analysis –**

- *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided align with the knowledge standards.*
- *District Candidate Observation(s): Observations provide evidence that candidates are using appropriate mathematical vocabulary/academic language.*
- *District Lesson Plan(s): Lesson plan provides evidence of the candidate's knowledge of appropriate mathematical vocabulary/terminology; examples include algebraic vocabulary related to equations.*

**Sources of Evidence**

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Observations*
- *Candidate District Lesson Plans*

**Performance**

1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.
2. The teacher fosters mathematical discourse.

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

**6.2 Analysis - Professional Teaching Knowledge Standards provided do not align with the performance standards.**

- **Performance Indicator 1**
  - *District Candidate Observation(s): Observation provides evidence that candidate provide opportunities for students to practice and apply new knowledge through the four language domains; reading, writing, speaking and listening.*
- **Performance Indicator 2**
  - *District Candidate Observation(s): Evidence provided of students providing explanations of mathematical reasoning in solving problems, but no true mathematical discourse was observed in observations, evaluations or lesson plans.*

**Sources of Evidence**

- *Candidate District Observations*

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

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

**Knowledge**

1. The teacher knows how to assess students' mathematical reasoning.

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

**8.1 Analysis**

- *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided align with the knowledge standards.*
- *Candidate District Lesson Plan(s): Provide evidence of planned assessments.*
- *Candidate District Evaluation(s): Evaluation provides evidence of Candidate plans to modify assessments when necessary for specific students. Evaluation evidence also points to pre- and post-assessments. Another evaluation provides evidence of informal formative assessments.*

**Sources of Evidence**

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Lesson plans*
- *Candidate District Evaluations*

**Performance**

1. The teacher assesses students' mathematical reasoning.

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

**8.2 Analysis –**

- *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided do not align with the performance standards.*
- *District Candidate Observation(s): Provide evidence of candidates assessing students' mathematical reasoning through formative assessment measures embedded within instruction; i.e. questing, providing students sentence frames to explain reasoning, etc. Observations provide evidence that Candidates provide regular feedback.*
- *District Candidate Lesson Plan(s); Lesson plans provide evidence of candidate scheduling regular check-ins to determine students' understanding of procedural steps; conducted through individual check-ins, group responses, guiding questions, etc.*
- *District Candidate Evaluation(s): Candidate provides specific and timely guidance - formative assessment. Evidence of candidate walking around the room assessing students' progress. Evaluation provides evidence that candidate utilizes a variety of assessments to determine students' understanding. Candidate has students use assessment results to monitor progress.*

**Sources of Evidence**

- *Candidate District Observations*
- *Candidate District Lesson Plans*
- *Candidate District Evaluations*

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

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

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

### Knowledge

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands a variety of real-world applications of mathematics.

<b>Standard 11 Connections among Mathematical Ideas</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>11.1 Knowledge</b>		X	

### 11.1 Analysis –

- *Knowledge Indicator*
  - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided align with the knowledge standards.*
- *Knowledge Indicator 2*
  - *District Candidate Evaluation(s): Candidate can identify important concepts/content topics of the discipline and the relationship/connections between concepts/content topics.*
- *Knowledge Indicator 3*
  - *District Candidate Evaluation(s): Evaluation provides evidence that candidate understands a variety of real-world applications of mathematics and use them in their instruction.*
  - *District Candidate Classroom activity: Classroom activity provides evidence that candidates understand real-life application of mathematics.*

### Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Evaluations*
- *Candidate District Classroom activity*

### Performance

1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business,

and engineering).

2. The teacher encourages students to identify connections between mathematical strands.
3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

<b>Standard 11 Connections among Mathematical Ideas</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>11.2 Performance</b>		X	

**11.2 Analysis –**

*ABCTE Professional Teaching Knowledge Standards provided do not align with the performance standards.*

- *Performance Indicator 1*
  - *District Candidate Evaluation(s): Evaluation provides evidence that candidate uses mathematics to solve real-life application problems in other subject areas (like roof reconstruction problems or calculating area to pour concrete for engineering).*
- *Performance Indicator 2*
  - *District Lesson Plan(s): Evidence provided that connects simple and compound interest with bivariate equations, correlations, and graphing.*
- *Performance Indicator 3*
  - *District Classroom activity: Classroom activity provides evidence of candidate using mathematics to describe real-life constructs.*
  - *District Candidate Evaluation(s): Evaluation provides evidence that candidate uses mathematics to describe real-world applications in his instruction.*

**Sources of Evidence**

- *Candidate District Lesson Plans*
- *Candidate District Classroom Activity*
- *Candidate District Evaluations*



### Summary

*The ABCTE program focuses primarily on building content knowledge whereas performance and instructional practice appears to be developed through the Clinical Experience (beginning in 2017). There was no Clinical Experience in Math 6-12 provided for reviewers; therefore, reviewers relied heavily on district-provided observations, evaluations, and lesson plans, which provided little consistency for finding evidence of performance standards being met during the review process.*

*It was evident within the district-level documents received, that candidates' understanding of research-based instructional practice was developed primarily through state-mandated professional learning opportunities, district professional learning opportunities, and individual professional learning based on current research focused on mathematical instructional practice.*

*Conditional Approved: The majority of the aligned evidence provided was district-level evidence that is not consistent across the state due to differences in district mentor programs. In order to ensure that the program is consistently meeting state performance standards' requirements, reviewers need to see evidence from the mentoring program designed and monitored by ABCTE, for example, evidence from Clinical Experience for specific Math 6-12 content.*

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	0
Performance	7	3	4	0

### Areas for Improvement

- Reviewers were unable to view Clinical Experience materials; the assumption is that there is no evidence available for Mathematics at the secondary level at this time due to recent adoption of Clinical Experience piece to ABCTE program.*
- Reviewers had plenty of evidence from the standards to believe that instructional practices and professional teaching knowledge (that align to CCSSO's Standards for Mathematical practices) in general was addressed; however, there were no instructional practices specific to Math 6-12 content in either set of standards, nor in Clinical Experience Plan.*
- There is minimal focus on the knowledge of instructional practices that provide opportunities for mathematical discourse between students; no evidence found in the materials provided by ABCTE.*
- It may be helpful for reviewers to see portfolios that document all the candidate development stages, including classroom activities, lesson plans, observations, personal learning plans, and evaluations in order to ensure that candidate is meeting state standard*

*performance indicators intentionally and systematically as opposed to incidental and random occurrence.*

***Recommended Action for Mathematics***

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

## IDAHO SCIENCE FOUNDATION STANDARDS

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

### **Knowledge**

1. The teacher knows the history and nature of science and scientific theories.
2. The teacher understands the science content within the context of the Idaho Science Content Standards within their appropriate certification.
3. The teacher understands the concepts of form and function.
4. The teacher understands the interconnectedness among the science disciplines.
5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.
6. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.
7. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

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

***1.1 Analysis*** – Sufficient evidence that teacher candidate has the knowledge of standard one is evidenced in the candidate's ability to complete the general content examination. All seven indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. Indicator 6 lacks evidence to demonstrate that the candidate has completed laboratory or field activities. The EPP-provided evidence for indicators 6 and 7 lacks context to establish relevance.

### **Sources of Evidence**

- List of completers for the 2016, '17 and '18 academic school years (suggests that candidates passed core content knowledge examination).

- *Lesson Plans: numerous lessons were provided that suggest that candidates were producing lesson plans in content with knowledge of the standards above (although none provided insight into Standard 1.6*
- *Alignment Document*
- *Study Guide materials*
- *exams/quizzes*

**Performance**

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

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

**1.2 Analysis** – *Indicators 1, 2, 6, 7, & 8 are all lacking enough evidence to suggest that a candidate is meeting the standard for performance. There are no lesson plans to indicate a student is learning about historical practices or gender equity in science as required in indicator 1. There are no reflective actions provided by educators to show they learn from their experiences as required in indicators 2, 6, and 8. There are observations that provide insight into the success of a candidate with regards to the Danielson framework for*

*teaching, which would suggest that a teacher has the ability to adjust teaching in response to data. Lesson plans did not provide evidence that teachers modeled scientific inquiry or creativity, openness, demonstrations and or activities. Lesson plans provide enough evidence that indicators 3-5 are meeting the standard. The EPP is lacking enough evidence to support the performance of the candidate as it relates to standard 1.2.*

**Sources of Evidence**

- *Lesson Plans: numerous lesson plans were provided that suggest that candidates were producing lesson plans with awareness of indicators 3-5.*

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

**Knowledge**

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

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

**2.1 Analysis** – – *Sufficient evidence that teacher candidate has the knowledge of standard two is evidenced in the candidate's ability to complete the general content examination. Both standards are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education.*

**Sources of Evidence**

- *Alignment Document*
- *Study Guide materials*
- *exams/quizzes*

**Performance**

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

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

**2.2 Analysis** – *There is no evidence of candidate performance for indicators 1 or 2. The lesson plans provided did not identify student conceptions or misconceptions about the natural world or yield examples of ways in which the candidate may have adjusted their teaching or the environment to enhance student natural world conception (indicators one and two). The lesson plans did not allude to the candidate’s ability to engage students or draw them into higher order thinking, although some loose connection could be made to the rigor or the depth of knowledge necessary for learners to participate in some lessons.*

**Sources of Evidence**

- Lesson Plans

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

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

**Knowledge**

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

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

**4.1 Analysis** –Sufficient evidence that teacher candidate has the knowledge of standard four is evidenced in the candidate’s ability to complete the general content examination. All four indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. Indicator 3 requires the candidate to understand student engagement for individuals and larger group context and this indicator is lacking sufficient evidence. It is also unclear how the candidate uses research based best practices as noted in indicator 4.

#### **Sources of Evidence**

- Candidate observations suggest that teacher candidates are proficient
- Candidates qualify for employment suggesting they have passed their examinations
- Lesson plans implement the scientific method

#### **Performance**

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

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

**4.2 Analysis** – The EPP provided insufficient evidence to support indicators 1 and 3. Indicator one required the candidate to provide examples of direct application for mathematical derivations (which were loosely captured in two genetics lesson plans) and technology to analyze and interpret and display scientific data. One lesson plan did allude to the use of

technology to record data, otherwise insufficient evidence was provided for indicator three, in particular no evidence was provided toward the development of scientific habits of mind.

**Sources of Evidence**

- Lesson plans provided some
- Observations allude to candidate's proficiency in applying multiple strategies when teaching.

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

**Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.**

**Knowledge**

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

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

**6.1 Analysis** – The EPP has provided sufficient evidence that teacher candidate has the knowledge of standard six, as evidenced in the candidate's ability to complete the general content examination. All three indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. Sufficient evidence is lacking to support that a candidate is able to apply this knowledge.

**Sources of Evidence**

- Alignment Document
- Study Guide materials
- exams/quizzes



**Performance**

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

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

**6.2 Analysis** – EPP evidence, provided insufficient support for indicators 1-4. Indicator one required the candidate to model direct application for their students. Indicators 2-4 required the candidate to engage learners in the same context and through the use of the same technological and scientific writing. No evidence provided context to these indicators.

**Sources of Evidence**

- Lesson plans: multiple lesson plans provided opportunity for students to experience scientific methods and practices, but no evidence was provided that students were reflecting, or observing a candidate who utilized these indicators in their teaching.

**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.

**Knowledge**

1. The teacher understands the importance of keeping current on research related to how

students learn science.

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

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

**9.1 Analysis** – The EPP has provided sufficient evidence that teacher candidate has the knowledge of standard nine, as evidenced in the candidate's ability to complete the general content examination. Both indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education.

**Sources of Evidence**

- Alignment Document
- Study Guide materials
- exams/quizzes

**Performance**

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

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

**9.2 Analysis** – The EPP provided insufficient evidence for both indicators. Indicators one and two are not evidenced in observations or lesson plans. Candidates have not shown a utilization of research in their lesson plan development or in their curricular design (no unit plans or assessments or assignments were provided).

**Sources of Evidence**

- Lesson Plans
- Observations

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

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

**Knowledge**

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

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

**11.1 Analysis** – The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 11, as evidenced in the candidate's ability to complete the general content examination. All six indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education.

**Sources of Evidence**

- Alignment Document
- Study Guide materials
- Exams/quizzes

**Performance**

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.
2. The teacher creates and ensures a safe learning environment by including appropriate

documentation of activities.

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

<b>Standard 11</b> <b>Safe Learning Environment</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>11.2 Performance</b>	X		

**11.2 Analysis** – The EPP has provided insufficient evidence to support indicators 1-10 of Standard 11. This standard requires that a teacher created, models, and evaluates safe practices in their learning environment. Lesson plans and observations did not provide evidence of candidate performance directly related to any of the ten indicators.

**Sources of Evidence**

- Observations
- Lesson Plans

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

**Knowledge**

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

<b>Standard 12 Laboratory and Field Activities</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>12.1 Knowledge</b>		X	

**12.1 Analysis** – The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 12, as evidenced in the candidate's ability to complete the general content examination. Indicators in the ABCTE **sample alignment document** suggest that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. \*Indicator two requires that a candidate knows strategies to develop lab and field skills; there is no evidence to indicate that a candidate has a pool of strategies to develop learners.

**Sources of Evidence**

- Alignment Document
- Study Guide materials
- Exams/quizzes

**Performance**

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

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

**12.2 Analysis** – The EPP has provided insufficient evidence to support indicators 1 and 2. Lesson plans do not provide sufficient evidence that students are engaged in lab or field techniques of

any type, nor are candidates using a variety of instructional strategies in lab or field experiences as required in indicators 1 and 2.

**Sources of Evidence**

- Lesson Plans
- Observations

**Summary**

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

**Areas for Improvement**

- The EPP relies on local school districts and their mentor/evaluator to complete the Interim Certificate requirements from the State of Idaho. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature, and Portfolio are all aspects of the candidate's process in achieving completer status. The current program has two parts; and for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. A system for collecting evidence from EPP candidates and school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.
- In general, there is no evidence to support that a candidate has any of the skills or experience necessary to safely and adequately set up and run a laboratory experience for learners. The ABCTE test framework and study materials, as well as the format of multiple-choice testing, did not reveal a laboratory safety component or any real-life experiential learning. In addition, there was a lack of performance materials from candidates in the form of laboratory exercises, notebooks, and or safety training examples.

**Recommended Action for Idaho Foundation Standards for Science Teachers**

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

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

***1.1 Analysis – The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 1, as evidenced in the candidate’s ability to complete the general content examination. Indicators in the ABCTE **sample alignment document** suggest that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education.***

***Sources of Evidence***

- *Alignment Document*
- *Study Guide materials*
- *Exams/quizzes*

**Performance**

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.
2. The teacher assists students in gaining an understanding of the ways living things are interdependent.
3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.
4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.
6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.
7. The teacher helps students understand the ways living organisms are adapted to their environments.
8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.
9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.
10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.
11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, and burning fossil fuels).
12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.



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

**1.2 Analysis** – The EPP has not provided sufficient evidence for indicators 2, 3, 6, 7, 8, 9 or 11. Indicators 1, 4, 5, 10 and 12 were addressed through Lesson Plan submissions. The quality of the lesson plan samples varies. The score of unacceptable is due to a lack of evidence for each indicator due to a lack of volume of lesson plans, and a lack of other types of evidence such as assignments, assessments, unit plans, etc. Without candidate portfolio data, or data from student surveys, etc., there are too many indicators (7 out of 12) that are not covered with the given lesson plan examples.

**Sources of Evidence**

- 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**

- The EPP relies on local school districts and their mentor/evaluator to complete the Interim Certificate requirements from the State of Idaho. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature, and Portfolio are all aspects of the candidate's process in achieving completer status. The current program has two parts; and for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. A system for collecting evidence from EPP candidates and school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*
- In general, there is no evidence to support that a candidate has any of the skills or experience necessary to safely and adequately set up and run a laboratory experience for learners. The ABCTE test framework and study materials, as well as the format of multiple-choice testing, did not reveal a laboratory safety component or any real-life experiential learning. In addition, there was a lack of performance materials from candidates in the form of laboratory exercises, notebooks, and or safety training examples.*

**Recommended Action for Biology Teachers**

- ☐ 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. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.
3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.
5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS
6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).
7. The teacher can identify and quantify changes in energy and structure.
8. The teacher understands the historical development of atomic and molecular theory.
9. The teacher knows basic chemical synthesis to create new molecules.
10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.
11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.
12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.
13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).
14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.

15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.
16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

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

**1.1 Analysis** – The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 1, as evidenced in the candidate’s ability to complete the general content examination. Indicators in the ABCTE **sample alignment document** suggest that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. Indicator three: “The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process” suggests that a candidate would have knowledge and display that knowledge through a demonstration. There is not enough evidence in the sample alignment or study guide to suggest a candidate would be tested on ability to demonstrate.

**Sources of Evidence**

- Alignment Document
- Study Guide materials
- Exams/quizzes

**Performance**

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.
2. The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).
3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.
4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.

5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.
6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.
7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.
8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.
9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.
10. The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.
11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.
12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.
13. The teacher helps the student understand the quantitative behavior of gases.
14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.
15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.
16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.
17. The teacher helps the student understand and predict the properties and reactions of acids and bases.
18. The teacher helps the student understand chemical equilibrium in solutions.
19. The teacher helps the student understand and use chemical kinetics.

20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.
21. The teacher helps the student learn the basic organizing principles of organic chemistry.
22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.
23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.
24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.
25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.
26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.
27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

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

**1.2 Analysis** – The EPP did not provide sufficient evidence to support the 27 indicators that are present in Standard 1. There were no lesson plans provided that were directly associated with Chemistry teaching. Observations that spoke to the specific indicators in this standard for performance were not provided as evidence. Because all 27 indicators require specific chemistry lessons that were not provided for in the candidate lessons or observations, the finding for this standard is unacceptable.

**Sources of Evidence**

- Observations

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

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

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

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

*Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*

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

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

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

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

**Summary**

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

**Areas for Improvement**

- The EPP relies on local school districts and their mentor/evaluator to complete the Interim Certificate requirements from the State of Idaho. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature, and Portfolio are all aspects of the candidate's process in achieving completer status. The current program has two parts; and

*for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. A system for collecting evidence from EPP candidates and school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*

- *In general, there is no evidence to support that a candidate has any of the skills or experience necessary to safely and adequately set up and run a laboratory experience for learners. The ABCTE test framework and study materials, as well as the format of multiple-choice testing, did not reveal a laboratory safety component or any real-life experiential learning. In addition, there was a lack of performance materials from candidates in the form of laboratory exercises, notebooks, and or safety training examples.*

***Recommended Action for Chemistry Teachers***

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

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

**1.1 Analysis** – – The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 1, as evidenced in the candidate's ability to complete the general content examination. Indicators in the ABCTE **sample alignment document** suggest that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. All six indicators are accounted for in the cross-walk document and the study guide materials.

### **Sources of Evidence**

- Alignment Document
- Study Guide materials
- Exams/quizzes

**Performance**

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

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

**1.2 Analysis** – *The EPP provided insufficient evidence to support a candidate’s ability to perform indicators 1-4 in standard one. Lesson plans provided some insight into the candidate’s ability to teach physics concepts, but indicators 1-4 require evidence of testing, evaluating, developing and applying through engagement with students in the classroom and laboratory environments. The evidence provided was insufficient in covering these indicators. It would be helpful to see laboratory procedures, student work, IPLP’s, etc., to triangulate the teacher’s engagement with student learning or environmental models.*

**Sources of Evidence**

- Lesson Plans
- Observations

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

**Standard 3: Modifying Instruction for Individual Needs** - *The teacher understands and uses a variety of instructional strategies to develop student learning.*

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

**Standard 5: Classroom Motivation and Management Skills** - *The teacher understands individual and group motivation and behavior and creates a learning environment that*

*encourages positive social interaction, active engagement in learning, and self-motivation.*

*Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*

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

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

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

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

**Summary**

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

**Areas for Improvement**

- The EPP relies on local school districts and their mentor/evaluator to complete the Interim Certificate requirements from the State of Idaho. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature, and Portfolio are all aspects of the candidate's process in achieving completer status. The current program has two parts; and for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. A system for collecting evidence from EPP candidates and school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*
- In general, there is no evidence to support that a candidate has any of the skills or experience necessary to safely and adequately set up and run a laboratory experience for learners. The ABCTE test framework and study materials, as well as the format of multiple-choice testing, did not reveal a laboratory safety component or any real-life experiential*

*learning. In addition, there was a lack of performance materials from candidates in the form of laboratory exercises, notebooks, and or safety training examples.*

***Recommended Action for Physics***

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

## IDAHO SOCIAL STUDIES FOUNDATION 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. The teacher understands the influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of learner environment on student learning.

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

**1.1 Analysis** – *Based on Study Guides and Observation reports for Standard 1: Learner development, the EPP demonstrated insufficient evidence of candidate knowledge of learner development. Provided artifacts indicate that knowledge is introduced, however, a full demonstration of candidate knowledge was not established in provided evidence.*

### Sources of Evidence

- PTK Study Guides
- Observation Reports

### Performance

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

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

**1.2 Analysis** - *Based on Lesson Plans Standard 1.2: Learner development, the EPP demonstrated insufficient evidence of candidate providing opportunities for learners to engage in civic life, politics, and government. Provided artifacts indicate that candidates are aware of civic life, politics and government being important, however a full demonstration of candidate performance was not demonstrated in provided evidence.*

**Sources of Evidence**

- Lesson Plan

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

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

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

**Knowledge**

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).
2. The teacher understands how and why various governments and societies have changed over time.
3. The teacher understands how and why independent and interdependent systems of trade and production develop.
4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.
5. The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.
6. The teacher understands how geography affects relationships between people, and environments over time.
7. The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

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

**4.1 Analysis** - Based on provided evidence, Study Guides, Lesson Plans, and Observation Reports, the EPP demonstrated adequate evidence that candidates are prepared to meet Standard 4.1 Content Knowledge.

**Sources of Evidence**

- Content Study Guides
- Lesson Plan – Elementary Social Studies, not secondary
- Observation Reports

**Performance**

1. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalities, and interrelationships.
2. The teacher incorporates methods of inquiry and scholarly research into the curriculum.

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

**4.2 Analysis** – Based on provided Lesson Plans, Standard 4.2: Content Knowledge performance, the EPP demonstrated insufficient evidence of candidate providing instruction in comparing and contrasting various governments and cultures in terms of their diversity, commonalities, and interrelationships. Provided artifacts indicate that candidates are aware of incorporating methods of inquiry and scholarly research into the curriculum; however, a full demonstration of candidate performance was not established in provided evidence.

**Sources of Evidence**

- Lesson Plan

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

**Knowledge**

1. The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.
2. The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

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

**5.1 Analysis** - Based on lesson plans, Standard 5.1: Application of Content, the EPP demonstrated insufficient evidence of candidate incorporating current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them. Provided artifacts indicate that candidates are aware of how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts being important, however, a full demonstration of candidate application of content was not established in provided evidence.

**Sources of Evidence**

- Content Study Guides
- Lesson Plan

**Performance**

1. The teacher demonstrates and applies chronological historical thinking.
2. The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.
3. The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

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

**5.2 Analysis** – Based on Study Guides and Observation reports Standard 5.2: Application of Content, the EPP demonstrated insufficient evidence of candidate knowledge of integrating knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence. Provided artifacts indicate that knowledge is introduced; however, a full demonstration of candidate knowledge was not established in provided evidence.

**Sources of Evidence**

- Content and PTK Study Guides
- Lesson Plan – Elementary Social Studies, not secondary



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

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

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

#### **Knowledge**

1. The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

<b>Standard 8 Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.1 Knowledge</b>	X		

**8.1 Analysis** - Based on Study Guides and Observation reports provided for Standard 8.1: Instructional Strategies, the EPP demonstrated insufficient evidence of candidate knowledge of strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards. Provided artifacts indicate that knowledge is introduced; however, a full demonstration of candidate knowledge was not established in provided evidence.

#### **Sources of Evidence**

- PTK Study Guides

#### **Performance**

1. The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

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

**8.2 Analysis** – *Provided lesson plans and observation reports did not demonstrate evidence of performance standard 8.1 Instructional Strategies. Provided evidence in observation reports was not Social Studies or History relevant and did not offer examples of being consistent with approved 6-12 standards for Social Studies Foundation standards.*

**Sources of Evidence**

- Lesson Plans
- Observation Reports

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

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

**Summary**

*The EPP provided evidence shows an overall focus on content knowledge and artifacts provided strong evidence, unfortunately, the amount of artifacts did not provide full evidence. Performance data was provided, but was incomplete. The evidence does show preparation and that knowledge is provided, with a general trend towards acceptable. Performance and practice evidence were not covered as well. This is largely due to the separation of duties between the American Board and School Districts and the lack of systems to gather needed evidence for review.*

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

**Areas for Improvement**

- *Due to the existing separation of responsibilities between the American Board and Idaho School Districts, many forms of evidence were unavailable, such as candidate interviews, principal interviews PK-12, and candidate portfolios. A system for collecting evidence from School Districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*

***Recommended Action for Foundation of Social Studies***

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

## IDAHO STANDARDS FOR HISTORY 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.*

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

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

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

### **Knowledge**

1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
3. The teacher understands how international and domestic relations impacted the development of the United States of America.
4. The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.
5. The teacher understands the political, social, cultural, and economic development of the United States of America.
6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.
7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

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

**4.1 Analysis** -Based on provided evidence, Study Guides, Lesson Plans, and Observation Reports, the EPP demonstrated adequate evidence that candidates are prepared to meet Standard 4.1 Content Knowledge.

**Sources of Evidence**

- PTK Study Guides
- Lesson Plan – Elementary Social Studies, not secondary
- Observation Reports

**Performance**

1. The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.
2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
3. The teacher facilitates student inquiry regarding international relationships.
4. The teacher relates the role of compromises and conflicts to continuity and change across time.
5. The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.
6. The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

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

**4.2 Analysis** - Based on lesson plans provided, Standard 4.2: Content Knowledge performance, the EPP demonstrated insufficient evidence of candidate providing comparing and contrasting various governments and cultures in terms of their diversity, commonalties, and interrelationships. Provided artifacts indicate that candidates are aware that 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, however, a full demonstration of candidate performance was not established in provided evidence.*

**Sources of Evidence**

- Lesson Plan
- Observation Reports

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

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

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

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

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

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

**Summary**

*The EPP provided evidence shows an overall focus on content knowledge, performance data was provided, but was incomplete. The evidence does show preparation and that knowledge is provided. Performance and practice evidence were not covered as well. This is largely due to the separation of duties between the American Board and School Districts and the lack of systems to gather needed evidence for review.*

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

***Areas for Improvement***

*Due to the existing separation of responsibilities between the EPP and Idaho School Districts, many forms of evidence were unavailable, such as candidate interviews, principal interviews PK-12, and candidate portfolios. A system for collecting evidence from School Districts will assist the EPP in providing evidence for future reviews by the Idaho State Department of Education.*

***Recommended Action for History***

- ☐ 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. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.
2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).
3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

<b>Standard 1 Learner Development</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>	x		

**1.2 Analysis** – Based on District Lesson Plans and District Observations provided for Standard 1: Learner Development, candidates implement challenging learning experiences through lesson plans by utilizing a variety of texts including literature, poetry, and digital media. The available EPP evidence shows candidates engaging adolescents from grades 6-12 with both classic and contemporary texts; however, only two types of evidence were provided to demonstrate performance. The evidence lacked information regarding composing texts in a wide range of genres and formats, specifically non-fiction texts.

### **Sources of Evidence**

- Lesson Plans
- Observations

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

### **Performance**

1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and



languages/dialects as they affect students' opportunities to learn in ELA.

- 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.

<b>Standard 2 Learning Differences</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.2 Performance</b>	x		

**2.2 Analysis** – The EPP provided two types of evidence for Standard 2: Learning Difference—district observations and lesson plans. Based on these types of evidence, candidates demonstrate an understanding of individual differences and ensuring an inclusive learning environment; however, the EPP not only provided insufficient types of evidence, but also did not demonstrate candidates specifically designing and implementing instruction relative to students' cultural backgrounds and language practices for a variety of audiences and purposes. The PTK assessment provided evidence of knowledge, but not classroom practice.

**Sources of Evidence**

- Observations
- Lesson Plans

**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**

- 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.).

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

**3.2 Analysis** – The EPP provided district lesson plans and a district observation for Standard 3: Learning Environments. In these two pieces of evidence, candidates demonstrate an indication of individual and collaborative learning, along with active engagement; however, the EPP did not provide any type of evidence demonstrating the candidates using data to guide classroom

*instruction to help students become self-motivated and actively assume responsibility of their own ELA learning.*

**Sources of Evidence**

- Lesson Plans
- Observation

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

**Performance**

1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.
2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.
3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.
4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

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

***4.2 Analysis – District observations, district lesson plans, and ABCTE ELA Standards for Standard 4: Content Knowledge provide sufficient evidence that candidates understand and demonstrate fundamental concepts of ELA, including literary terms and grammar.***

**Sources of Evidence**

- Observations
- Lesson plans
- ELA Standards

**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**

1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.
4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

<b>Standard 5 Application of Content</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.2 Performance</b>	x		

**5.2 Analysis** – Based strictly on district lesson plans for Standard 5: Application of Content, candidates demonstrate an understanding of how to connect literary concepts to authentic local and global issues; however, the EPP did not provide enough variety of evidence that demonstrated instruction related to the strategic use of language conventions, candidates designing and implementing instruction related to a breadth and depth of texts. In addition, there was limited evidence of students actively participating in global conversations. Because there is only one type of evidence for this standard, the evidence is not substantiated.

**Sources of Evidence**

- Lesson Plans

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

**Performance**

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.
4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

<b>Standard 6 Assessment</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>6.2 Performance</b>	x		

**6.2 Analysis** – Based solely on district lesson plans and observations for Standard 6: Assessment, candidates conduct assessments; however, the EPP provided only two types of evidence that demonstrate multiple methods of assessments. There was limited evidence of candidates designing assessments, evaluating results, or using data to guide curriculum. The evidence also did not indicate how candidates respond to student writing, nor communicating with students regarding their performance to involve them in the process.

**Sources of Evidence**

- Lesson Plans
- Observations

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

**Performance**

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

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

***7.2 Analysis*** – *There were only two types of evidence available. Based on solely district observation and lesson plans for Standard 7: Planning for Instruction, candidates demonstrate and draw upon knowledge of content areas and cross-disciplinary skills in order to utilize a range of different texts across genres, periods, and cultures; however, the EPP evidence types provided do not provide enough examples of individual student support nor reflect knowledge of current teaching and reading theory.*

***Sources of Evidence***

- *Observations*
- *Lesson Plans*

***Standard 8: Instructional Strategies - The teacher understands and uses a variety of***

*instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**Performance**

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media., and knowledge about students' linguistic and cultural backgrounds.

<b>Standard 8 Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.2 Performance</b>	x		

**8.2 Analysis** – Based strictly on district lesson plans and observations for Standard 8: Instructional Strategies, candidates utilize a variety of instructional strategies to engage students and encourage a deeper understanding of content; however, the EPP did not provide a variety of evidence demonstrating candidates identifying resources specific to effective literacy instruction and implementing instruction. In the two pieces of evidence, there was little proof of candidates demonstrating a variety of instructional strategies in conjunction with knowledge about students' cultural backgrounds.

**Sources of Evidence**

- Lesson Plans
- Observations

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

**Performance**

1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

<b>Standard 9 Professional Learning and Ethical Practice</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.2 Performance</b>	x		

**9.2 Analysis** – *There was only one piece of evidence for Standard 9: Professional Learning and Ethical Practice—district observations. The available evidence suggests candidates are engaged in ongoing professional development and reflection of teaching practices. However, the evidence provided is limited to district observations, primarily in administrator and candidate discussions, and does not indicate consistent candidate self-evaluation and practice adaptation.*

**Sources of Evidence**

- Observations

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

**Performance**

1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

<b>Standard 10 Leadership and Collaboration</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>10.2 Performance</b>	x		

**10.2 Analysis** – *Based completely on district observations and lesson plans for Standard 10: Leadership and Collaboration, candidates are involved in appropriate leadership roles and collaborate with colleagues and administrators. The EPP did not provide a variety of evidence that reflects candidates participating in leadership roles. Within the available evidence, there is little proof of candidate involvement and collaboration within the community and learners' families.*

**Sources of Evidence**

- Observations
- Lesson Plans

**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	0	N/A	N/A	N/A
Performance	10	9	1	0

***Areas for Improvement***

*Through review of the performance indicators, it appears that EPP candidates have a strong background in their content area; however, because of the EPP design, it is difficult to assess candidate performance. Performance data was provided, but was incomplete. Many of the pieces of evidence come from a district level and not directly from the EPP, largely due to the separation of duties between the EPP and school districts. Evaluating more lesson plans, conducting interviews with 6-12 ELA candidates, and examining assessments and activities would provide additional evidence needed for approval. Implementing a standardized district level program that works in concert with the EPP in addition to the Clinical Experience may assist and help candidates meet the Idaho ELA performance standards.*

***Recommended Action for English Language Arts***

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



## IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

***Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.***

### **Knowledge**

1. The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.
2. The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
3. The teacher understands how exceptionalities can interact with development and learning.

<b><i>Standard 1 Learner Development and Individual Learning Differences</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>1.1 Knowledge</i></b>		X	

**1.1 Analysis** – EPP provides sufficient evidence for indicators (1), (2) and (3) to demonstrate that the program is designed to meet the standard. Evidence includes observation of a candidate, review of district lesson plans and review of course syllabi.

### **Sources of Evidence**

- *Candidate Observation*
- *District Lesson Plans*
- *Syllabi - Standards 2.1.01, 2.1.02, 2.1.03 and 2.1.04 of EPP's Clinical Experience*  
*Observation Standards - language refers to demonstrating knowledge of exceptionalities and acting on this knowledge to provide meaningful learning experiences.*

### **Performance**

1. The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.
2. The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

<b>Standard 1 Learner Development and Individual Learning Differences</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>	X		

**1.2 Analysis** – Observation of candidate and candidate lesson plans provide insufficient evidence that candidates demonstrate an adequate knowledge of how exceptionalities may interact with development and learning and how to use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

**Sources of Evidence**

- Candidate Observation
- Candidate District Lesson Plans

**Standard 2: Learning Environments** - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

**Knowledge**

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
2. The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
3. The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
4. The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g. positive behavioral supports, functional behavioral assessment and behavior plans).

<b>Standard 2 Learning Environments</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.1 Knowledge</b>	X		

**2.1 Analysis** – EPP provides insufficient evidence for indicators (1), (2), (3) and (4) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not

*make it clear that “The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.”*

**Sources of Evidence**

- Syllabi - Standards 1.1.05, 1.2.05, 1.3.06 and 1.3.08 of EPP’s Clinical Experience Observation Standards - language refers to behavioral safeguards, collaboration and meaningful learning activities.
- Candidate Interview

**Performance**

1. The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.
2. The teacher modifies learning environments for individual needs and regards an individual’s language, family, culture, and other significant contextual factors and how they interact with an individual’s exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.
3. The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.
4. The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

<b>Standard 2 Learning Environments</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.2 Performance</b>	X		

**2.2 Analysis** – Observation of candidate and candidate lesson plans provide insufficient evidence that candidates demonstrate an adequate knowledge of learning environments that individuals with exceptionalities become active and effective learners..

**Sources of Evidence**

- Candidate Observation
- Candidate District Lesson Plans

***Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.***

**Knowledge**

1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

<b>Standard 3 Curricular Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>3.1 Knowledge</b>		X	

**3.1 Analysis** – EPP provides sufficient evidence for indicators (1), (2) and (3) to demonstrate that the program is designed to meet the standard. Written evidence and observations make it clear that “The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.”

**Sources of Evidence**

- Syllabi - Standards 1.2.05, 1.3.06, 1.3.08, 2.1.01, 3.2.01, 3.2.06, 3.2.07, 3.3.06, and 3.3.09 of EPP’s Clinical Experience Observation Standards - language refers to modifying general and specialized curricula to make them accessible to individuals with exceptionalities; develop meaningful learning progressions for individuals with exceptionalities.
- District Observation Evidence
- Candidate District Lesson Plans

**Performance**

1. The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.
2. The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.
3. The teacher uses a variety of specialized curricula (e.g., academic, strategic, social,

emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

<b><i>Standard 3 Curricular Content Knowledge</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>3.2 Performance</i></b>		X	

***3.2 Analysis*** – *Observation of candidate, district observation evidence and candidate district lesson plans provide sufficient evidence that candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.*

***Sources of Evidence***

- *District Observation Evidence*
- *Candidate Observation*
- *Candidate District Lesson Plans*

***Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions***

***Knowledge***

1. The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.
2. The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.
3. In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.
4. The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
5. The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.
6. The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).
7. The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with

exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

<b>Standard 4 Assessment</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>	X		

**4.1 Analysis** – EPP provides insufficient evidence for indicators (1), (2), (3), (4), (5), (6) and (7) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not make it clear that “The teacher uses multiple methods of assessment and data-sources in making educational decisions”

**Sources of Evidence**

- Syllabi - Standards 2.2.04, 3.1.01, 3.1.02, 3.1.03, 3.1.04, 3.1.05, 3.1.06, 3.1.07, 3.3.02, 3.3.03, 3.3.05, 3.3.07, 3.3.08, 3.3.10 and 3.4.03 of EPP’s Clinical Experience Observation Standards - language refers to using multiple methods of assessment and data sources and interpreting assessment results to guide educational decisions for individuals with exceptionalities.
- District Observation Evidence

**Performance**

1. The teacher regularly monitors the learning progress of individuals with exceptionalities In both general and specialized content and makes instructional adjustments based on these data.
2. The teacher gathers background information regarding academic, medical, and social history.
3. The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.
4. The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.
5. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

<b><i>Standard 4 Assessment</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>4.2 Performance</i></b>	X		

***4.2 Analysis*** – *District observation evidence and candidate district lesson plans provide insufficient evidence that candidates use multiple methods of assessment and data-sources in making educational decisions.*

***Sources of Evidence***

- *District Observation Evidence*
- *Candidate District Lesson Plans*

***Standard 5: Instructional Planning and Strategies*** – *The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.*

***Knowledge***

1. The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.
3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.
5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.
7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and

increases their self-determination.

9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

<b>Standard 5 Instructional Planning and Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.1 Knowledge</b>	X		

**5.1 Analysis** – EPP provides insufficient evidence for indicators (1), (2), (3), (4), (5), (6), (7), (8) and (9) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not make it clear that “The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.”

#### **Sources of Evidence**

- Syllabi - Standards 1.3.08, 2.1.01, 2.2.01, 2.2.03, 2.2.05, 2.4.11, 3.2.06, 3.2.07, 3.3.02, 3.3.03, 3.3.07, 3.3.10, 4.1.01 and 4.1.02 of EPP’s Clinical Experience Observation Standards - language refers to enhancing 21<sup>st</sup> Century student outcomes, understanding available technologies, and knowledge of teaching cross-disciplinarily.
- District Observation Evidence

#### **Performance**

1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.
2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.
3. The teacher matches their communication methods to an individual’s language proficiency and cultural and linguistic differences.
4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.



5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.
6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

<b><i>Standard 5 Instructional Planning and Strategies</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>5.2 Performance</i></b>	X		

***5.2 Analysis*** – Observation of candidate and district observation evidence provide insufficient evidence that candidates select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

***Sources of Evidence***

- District Observation Evidence
- Candidate Observation

***Standard 6: Professional Learning and Ethical Practices*** – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

***Knowledge***

1. The teacher understands how foundational knowledge and current issues influence -professional practice.
2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.
4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.
5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

<b>Standard 6 Professional Learning and Ethical Practices</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>6.1 Knowledge</b>	X		

**6.1 Analysis** – – EPP provides insufficient evidence for indicators (1), (2), (3), (4) and (5) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not make it clear that “The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.”

**Sources of Evidence**

- Syllabi - Standards 1.1.02, 1.2.01, and 1.2.06 of EPP’s Clinical Experience Observation Standards - language refers to ethical principles and practice standards; mentoring and professional learning communities; and maintenance of legal records as required by federal and state law.
- District Observation Evidence

**Performance**

1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
2. The teacher provides guidance and direction to para-educators, tutors, and volunteers.
3. The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.
4. The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

<b>Standard 6 Professional Learning and Ethical Practices</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>6.2 Performance</b>	X		

**6.2 Analysis** – *Observation of candidate, district observation evidence and candidate district lesson plans provide insufficient evidence that candidates use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.*

**Sources of Evidence**

- District Candidate Observation
- Candidate District Lesson Plans

**Standard 7: Collaboration** – *The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.*

**Knowledge**

1. The teacher understands the theory and elements of effective collaboration.
2. The teacher understands how to serve as a collaborative resource to colleagues.
3. The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
4. The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.
6. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

<b>Standard 7 Collaboration</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.1 Knowledge</b>	X		

**7.1 Analysis** – – EPP provides insufficient evidence for indicators (1), (2), (3), (4), (5) and (6) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not make it clear that “The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.”

**Sources of Evidence**

- Syllabi - Standards 1.2.04, 1.2.05, 1.3.01, 1.3.06, 1.3.08, 2.2.01, 2.2.04 and 2.2.05 of EPP’s Clinical Experience Observation Standards - language refers to all aspects of collaboration, from theory to use, to best address the needs of individuals with exceptionalities across of range of learning experiences.
- District Observation Evidence

**Performance**

1. The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
2. The teacher collaborates with related-service providers, other educators including special education para-educators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.
3. The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

<b>Standard 7 Collaboration</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.2 Performance</b>	X		

**7.2 Analysis** – District observation evidence and candidate observation provide insufficient evidence that candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

**Sources of Evidence**

- District Observation Evidence
- Candidate Observation

**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	5	2	
Performance	7	6	1	

**Areas for Improvement**

- *Due to the current separation of responsibilities between the American Board and Idaho School Districts, many forms of evidence were unavailable, such as candidate interviews, principal interviews, and candidate portfolios. A system for collecting evidence from school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*
- *A clinical experience portfolio detailing Special Education document preparation competency and knowledge would assist ABCTE in providing evidence for future reviews. This information may help communicate the depth of standards knowledge and performance of the American Board candidates.*
- *Evidence documenting the design and use of assessment data and data collection practices as listed in Standard 4, would assist ABCTE in providing evidence for future reviews by the Idaho State Department of Education enabling reviewers to better understand the depth of knowledge and performance of the American Board candidates.*

**Recommended Action for Exceptional Child Generalists**

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

## IDAHO STANDARDS FOR LITERACY 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.**

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

### Performance

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

**1.2 Analysis** – No evidence was provided that show candidates design and implement developmentally and challenging learning experiences based on research. No evidence was provided by the EPP to support candidates obtain the knowledge of the developmental progression for writing and use of assessments in writing. There is sufficient evidence candidates have the knowledge of standard one for the reading progression as evidenced by a candidate’s ability to pass the reading content examination. The ABCTE Reading Content Standards domains 2 through 7 address use of assessments in reading, while domain 8 addresses differentiated instruction. Evidence provided by EPP was sufficient to show knowledge for reading assessment and instruction to meet the diverse needs of students.

### Sources of Evidence

- ABCTE Reading Content Standards-Domains 2-7 address use of assessments, last domain addresses differentiated reading instruction
- ABCTE Practice Exam/Section Quizzes
- List of completers for the 2016-18 academic school years (suggests that students passed core content knowledge examination)
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM

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

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

**Performance**

1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.
3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

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

**2.2 Analysis** – The EPP did not provide sufficient evidence for performance indicators 1 through 4. No evidence was provided by the EPP about their candidates' dispositions in the areas of fair-mindedness, empathy, and ethical behavior while working with other teachers and students. The EPP provided some evidence with the reading content standards to support performance indicator 2. Domain 1 of the reading content standards specifically addresses the relationship between a student's socioeconomic background and their reading achievement. Assuming a student has successfully passed the reading exam he/she should have the knowledge mentioned in performance indicator 2. The EPP did not provide evidence that candidates link home and school in the areas of literacy as mentioned in performance indicator 3. Finally, the EPP did not provide evidence about how candidates adapt instructional materials to meet the needs of English learners and other students who struggle to acquire literacy skills and strategies.

**Sources of Evidence**

- ABCTE Reading Content Standards-Domain 1
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM
- ABCTE Practice Exam/Section Quizzes
- List of completers for the 2016-18 academic school years (suggests that students passed core content knowledge examination)

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

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

**Performance**

1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.
2. Modify the arrangements to accommodate students’ changing needs.
3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.
4. Create supportive environments where English learners are encouraged and given many opportunities to use English.
5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

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

***3.2 Analysis*** – No evidence was provided for performance indicators 1 or 2 showing candidates are able to arrange instructional materials and modify the arrangements based on students’ changing needs. No evidence was provided for performance indicators 3 and 4 to show candidates create supportive environments for struggling readers and English learners. No evidence was provided for performance indicators 5 and 6 to demonstrate candidates understand the role of routines in reading and writing instruction and successfully create routines for all learners. General classroom management and routines were discussed in the study guide. The routines were not specific to acquiring literacy skills and strategies.

***Sources of Evidence***

- ABCTE Reading Content Standards
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM



- *ABCTE Practice Exam/Section Quizzes*

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

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

**Performance**

1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.
6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.
7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

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

***4.2 Analysis*** –For performance indicator 1, the EPP provided the reading content standards and the aligned practice exam/quizzes. This evidence shows candidates have the knowledge of

major reading theories. There is insufficient evidence to demonstrate candidate's knowledge of writing theory. There is no evidence to show the application of this knowledge to understand the needs of all readers. For performance indicator 2, no evidence was provided to show candidates analyze their classroom environment so that students are motivated to read and write. The EPP provided evidence for performance indicator 4 to show candidates understand the literature and research about factors that contribute to reading success through the reading content standards and study guide. For performance indicator 5, the EPP was able to provide evidence through the study guide and reading content standards that their candidates have knowledge of the variables impacting text complexity. There was no evidence provided to demonstrate candidates use this knowledge about text complexity to analyze classroom materials. No evidence was provided for performance indicator 6 to show candidates consider the literacy skills and strategies demanded for online reading, comprehension, and research. For performance indicator 7, the EPP provided sufficient evidence that candidates have the knowledge of key concepts of literacy components and their interconnections in the study guide and content standards. There is a lack of evidence for the writing, speaking and listening, and the language portion of the performance indicator. No evidence was provided that demonstrates the application of this knowledge to candidates' teaching and students' learning.

#### **Sources of Evidence**

- Reading Content Standards
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM
- ABCTE Practice Exam/Section Quizzes

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

\*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

#### **Knowledge**

1. Understands how literacy (reading and writing) occurs across all subject disciplines

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

**5.1 Analysis** –There is no evidence in the reading content standards, study guide, and practice quizzes/exam to show that candidates know how literacy occurs across all subject disciplines.

#### **Sources of Evidence**

- Reading Content Standards

- *ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM*
- *ABCTE Practice Exam/Section Quizzes*

**Performance**

1. Plans instruction addressing content area literacy according to local, state, and/or national standards.
2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3. Incorporates all aspects of literacy across content areas for instructional planning.

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

**5.2 Analysis** – *There is no evidence to show that candidates plan instruction that addresses content area literacy standards according to local, state, and/or national standards. For performance indicator 2, no evidence was provided to indicate candidates use digital resources to engage learners in collaborative problem solving related to authentic local and global issues. No evidence was provided that candidates incorporate all aspects of literacy (reading, writing, listening, and speaking) across content areas for instructional planning.*

**Sources of Evidence**

- *No evidence provided 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.**

*\*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.*

**Performance**

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
6. Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.
7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
8. Demonstrate the ability to communicate results of assessments to teachers and parents.

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

**6.2 Analysis** – For performance indicators 1 through 3, the evidence shows that candidates have knowledge of the use of assessments in literacy. Specifically, the topic of assessment is covered in each of the modules found in the study guide. A candidate's ability to complete the reading content exam demonstrates this knowledge. No evidence was provided for performance indicators 4 through 7 to show how candidates use, analyze, and communicate assessment results to teachers and parents.

**Sources of Evidence**

- Reading Content Standards
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM
- ABCTE Practice Exam/Section Quizzes

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

\*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

**Performance**

1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.
2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.
3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.
5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

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

**7.2 Analysis** – For performance indicator 1 the evidence shows that candidates have knowledge of the research and literature that undergirds literacy instruction in K-6<sup>th</sup> grade. A candidate’s ability to complete the reading content examination demonstrates this knowledge. There is insufficient evidence in the reading content standards, study guide, and quizzes/exam that principles reflecting 7<sup>th</sup>-12<sup>th</sup> grade literacy instruction are covered. No evidence was provided for performance indicators 2 through 5 to show how candidates develop unit plans and lesson plans to differentiate their instruction to meet the needs of all students.

**Sources of Evidence**

- Reading Content Standards
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM
- ABCTE Practice Exam/Section Quizzes

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

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

**Performance**

1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.
2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

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

**8.2 Analysis** – For performance indicators 1 through 4 no evidence was provided by the EPP to demonstrate teacher planning, implementation of plans, and/or student learning outcomes.

**Sources of Evidence**

- No evidence provided for this standard.

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

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

**Performance**

1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
2. Demonstrate effective use of technology for improving student learning.

<b>Standard 9 Professional Learning and Ethical Practice</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.2 Performance</b>	X		

**9.2 Analysis** – No evidence was provided for performance indicator 1 to show how candidates promote the value of reading and writing in their school community. The EPP did not provide evidence that candidates use technology to improve student learning.

**Sources of Evidence**

- No evidence provided for this standard.

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

\*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

**Performance**

1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.
2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.

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

**10.2 Analysis** – No evidence was provided for either performance indicator 1 or 3 to show how candidates are able to collaborate and hold effective conversations with others in their school communities. The EPP did not provide evidence that candidates demonstrate knowledge of local, state, and national policies that affect reading and writing instruction.

**Sources of Evidence**

- No evidence provided for this standard.

**Summary**

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

**Areas for Improvement**

- In the reading study plan, there are several links to resources that address the writing portion of the Idaho Literacy Standards. Similarly, some of the links address meeting the needs of English Language Learners. It would be helpful if the Reading Content Standards and quizzes/exam were modified and adjusted to reflect the content of the additional resources found in the study plan. This would show additional alignment to the Idaho Literacy Standards.*
- Some evidence was provided that the knowledge portion of the performance indicators were being addressed in the Reading Content Standards, study guide, and quizzes/exam. In the future, the EPP may want to provide evidence of the application of the knowledge at the teacher and student level. For example, lesson plans, observation data, teacher interviews, principal interviews, unit plans, analysis of student reading data and plan for intervention, etc.*
- There is insufficient evidence in the reading content standards, study guide, and quizzes/exam that principles reflecting 7<sup>th</sup>-12<sup>th</sup> grade literacy instruction are covered.*
- Due to the existing separation of responsibilities between the EPP and Idaho school districts, many forms of evidence were unavailable, such as candidate interviews, principal interviews PK-12, and candidate portfolios. A system for collecting evidence from school districts will assist the EPP in providing evidence for future reviews by the Idaho State Department of Education.*

**Recommended Action for Literacy**

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



## IDAHO STANDARDS FOR ELEMENTARY TEACHERS

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

### **Knowledge**

1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.
3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.
4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.
5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.
6. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.
7. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
8. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.
9. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.

10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.
11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

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

**1.1 Analysis** – EPP has provided evidence that all ABCTE Professional Teaching Knowledge Standards have been aligned with Idaho State Standards. In supplement the ABCTE Course Study Plan (course syllabi) provides its candidates resources needed to access information to successfully pass the Professional Teaching Knowledge Exam and the Multiple Subject Exam, designed to meet Standard 1: Knowledge of Subject Matter; Knowledge and its indicators. ABCTE Candidates at the district level integrate this standard and indicators (1), (2), (3), (4), (5), (6) and (10) in their lesson plans. Indicators (7), (8) and (9) lacked specific opportunities to evaluate that candidates are addressing these standards based upon the information provided.

#### **Sources of Evidence**

- ABCTE/Idaho Core Elementary Standards
- ABCTE Study Guide (course syllabi)
- Candidate Lesson Plans

#### **Performance**

1. The teacher models the appropriate and accurate use of language arts.
2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.
3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.
4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.

5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.
6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

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

**1.2 Analysis** – Interview with ABCTE candidate, district building principal and two district mentors, district observations and EPP’s Clinical Experience Observations provide limited evidence that candidates are demonstrating an adequate ability to apply this Standard 1.2 Knowledge of Subject Matter; Performance including its indicators. The EPP provides insufficient data such as assessment of ABCTE teacher candidates portfolios, test scores, student portfolios and impact on student learning to could detail how candidates are meeting these expectations outlined in this standard.

**Sources of Evidence**

- EPP’s Clinical Experience Observations
- District Level Interviews
- District Observations
- 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**

1. The teacher understands that young children’s and early adolescents’ literacy and language development influence learning and instructional decisions.
2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

<b>Standard2 Knowledge of Human Development and Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.1 Knowledge</b>		X	

**2.1 Analysis** – EPP has provided evidence that all ABCTE Professional Teaching Knowledge Standards have been aligned with Idaho State Standards. In supplement the ABCTE Course Study Plan (course syllabi) provides its candidates the resources needed to access information to successfully pass the Professional Teaching Knowledge Exam and the Multiple Subject Exam, designed to meet the Standard 2.1 Knowledge of Human Development and Learning; Knowledge and its indicators. ABCTE Candidates at the district level integrate this standard with its indicators (1) and (2) in their lesson plans.

**Sources of Evidence**

- ABCTE PTK/Idaho Core Teaching Standards Alignment
- ABCTE Study Guide (course syllabi)
- Candidate Lesson Plans

**Performance**

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

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

**2.2 Analysis** – Interviews with ABCTE candidate, district building principal, district observations and EPP's Clinical Experience Observations provide limited evidence that candidates are demonstrating an adequate ability to apply to Standard 2: Knowledge of Human Development and Learning; Performance and its indicators. Candidates at the district level provide evidence that this standard is integrated in their lesson plans. The EPP provides insufficient data such as assessment of ABCTE teacher candidates portfolios, test scores, student portfolios and impact on student learning to could detail how candidates are meeting these expectations outlined in this standard.

**Sources of Evidence**

- *EPP's Clinical Experience Observations*
- *District Level Interviews*
- *District Observations*
- *Candidate Lesson Plans*

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

**Knowledge**

1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

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

**3.1 Analysis** – *EPP has provided evidence that all ABCTE Professional Teaching Knowledge Standards have been aligned with Idaho State Standards. In supplement the ABCTE Course Study Plan (course syllabi) provides its candidates the resources needed to access information to successfully pass the Professional Teaching Knowledge Exam and the Multiple Subject Exam, designed to meet Standard 3: Modifying Instruction for Individual Needs; Knowledge and its indicators. Candidates at the district level integrate this standard and indicators (1) and (2) in their lesson plans.*

**Sources of Evidence**

- *ABCTE/Idaho Core Elementary Standards*
- *ABCTE Study Guide (course syllabi)*
- *Candidate Lesson Plans*

**Performance**

1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

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

**3.2 Analysis** – Interviews with ABCTE candidate, district building principal, district observations and EPP's Clinical Experience observations provide limited evidence that candidates are demonstrating an adequate ability to apply to Standard 3: Modifying Instruction for Individual Needs; Performance and its indicators. Candidates at the district level provide evidence that this standard is integrated in their lesson plans. The EPP provides insufficient data such as assessment of ABCTE teacher candidates portfolios, test scores, student portfolios and impact on student learning to could detail how candidates are meeting these expectations outlined in this standard.

**Sources of Evidence**

- ABCTE Candidate Interview
- District Level Observation
- Candidate Lesson Plans

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

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

**Knowledge**

1. The teacher understands the importance of teaching and re-teaching classroom expectations.

2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

<b>Standard 5 Multiple Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.1 Knowledge</b>		X	

**5.1 Analysis** – EPP has provided evidence that all ABCTE Professional Teaching Knowledge Standards have been aligned with Idaho State Standards. In supplement the ABCTE Course Study Plan (course syllabi) provides its candidates the resources needed to access information to successfully pass the Professional Teaching Knowledge Exam and the Multiple Subject Exam, designed to meet Standard 5 .1 Multiple Instructional Strategies; Knowledge and its indicators. Candidates at the district level integrate this standard and indicators (1) and (2) in their lesson plans.

**Sources of Evidence**

- ABCTE/Idaho Core Elementary Standards
- ABCTE Study Guide (course syllabi)
- District Candidate Lesson Plans

**Performance**

1. The teacher consistently models and teaches classroom expectations.
2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

<b>Standard 5 Multiple Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.2 Performance</b>	X		

**5.2 Analysis** – Interviews with ABCTE candidate, district building principal, district observations and EPP's Clinical Experience observations provide limited evidence that candidates are demonstrating an adequate ability to apply to Standard 5 .1 Multiple Instructional Strategies;

*Performance and its indicators. Candidates at the district level provide evidence that this standard is integrated in their lesson plans. The EPP provides insufficient data such as assessment of ABCTE teacher candidates portfolios, test scores, student portfolios and impact on student learning to could detail how candidates are meeting these expectations outlined in this standard.*

***Sources of Evidence***

- *ABCTE Candidate Interview*
- *District Level Observation*
- *Candidate Lesson Plans*

***Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.***

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

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

***Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.***

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



**Summary**

The EPP-provided strong evidence that displays an overall focus on content knowledge. Unfortunately, its performance indicators were insufficient in ability to determine whether the ABCTE candidates are addressing the requirements needed to provide an acceptable determination. This is largely due to the separation of duties between the EPP and school districts and the lack of systems to gather needed evidence for review.

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4		4	
Performance	4	4		

*These summary results are evenly distributed between unacceptable and acceptable although it should be disclosed that in Standard 1.1: Knowledge of Subject Matter; Knowledge is unevenly heavier in its indicators than the others. That evidence which was provided to address standard 1:1 including its indicators does meet the expectations and should be considered when evaluating these results.*

**Areas for Improvement**

*Due to the existing separation of responsibilities between the American Board and Idaho School District, many forms of evidence were unavailable to complete an acceptable amount of sufficient evidence to enable to distinguish between the candidate's knowledge and performance skills. The EPP would benefit from gathering evidence to demonstrate a candidate's use of assessment results in guiding student instruction. A system for collecting the evidence from school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*

**Recommended Action for Elementary Education**

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



August 27, 2019

American Board for Certification of Teacher Excellence (ABCTE) participated in the Idaho Educator Preparation Program Review May 21–24, 2019, and received the draft report on June 24, 2019. ABCTE was instructed to provide feedback including “any suggested corrections of factual error.” Errors were reported and the Idaho State Department of Education (SDE) incorporated corrections in the content of the cover page and introduction. All remaining errors were suggested as more appropriate for ABCTE’s Final Report rejoinder. In response to the Final Report received by ABCTE on July 16, 2019, ABCTE submits this rejoinder.

## Background

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Historically, Idaho has had a teacher shortage, particularly in its rural school districts. A 2017 report by the Idaho State Board of Education estimated that statewide, between teacher attrition and student population growth, nearly 2,000 new teachers are needed each year to meet the demands of Idaho school districts.

ABCTE works to certify local teachers in 15 states and has been operating in Idaho since 2003 with little pushback from the state. The program is designated as alternate route to teacher certification, meaning that ABCTE makes it possible for local professionals in other industries to earn their certification and teach in Idaho classrooms without taking time away from their families or incurring additional debt, thereby helping to address Idaho's teacher shortage. ABCTE has issued more than 3,000 certificates to teachers in Idaho, and based on their annual teacher evaluations, school administrators across Idaho are more than pleased with classroom performance of ABCTE graduates. However, in 2016 (13 years after ABCTE started working in Idaho) communications between ABCTE and SDE began to show a more hostile tone leading up to ABCTE's Program Review in May 2019.

The basis for this review almost immediately penalizes ABCTE because the review was based on how traditional educator programs are approved and periodically reviewed in Idaho. As stated in IDAPA 08.02.02.100.01, traditional teacher certification programs, such as those provided through a college or university, must meet the standards dictated by the Council for Accreditation of Educator Preparation (CAEP) standards model. Nontraditional educator preparation programs, otherwise known as "alt route programs" such as ABCTE are not. IDAPA 08.02.02.100.02 clearly sets forth four criteria, and CAEP standards are NOT one of those criteria. Furthermore, educator preparation programs are periodically reviewed by the Professional Standards Commission. IDAPA 08.02.02.100.04a specifically states that institutions are reviewed for their compliance with CAEP, but that requirement is not included in the administrative rule requirement for reviewing nontraditional teacher certification programs like ABCTE (IDAPA 08.02.02.100.04c) Although after much back and forth, SDE dropped the CAEP requirement for ABCTE's Program Review, they continued to enforce the Idaho State Specific Standards which, similar to CAEP, require that programs appear traditional in their offerings with a focus on performance and disposition—indicators that are not appropriate for an alternative program. This is analogous to assessing the ability of a square peg to fit in a round hole.

The Program Review measured ABCTE against standards that were not developed for this type of program, and to which ABCTE has never had to comply in the past. As a result, the review did not go well for ABCTE, despite repeated indications from SDE that the review was not to be punitive but was instead to bolster ABCTE in the state. Idaho needs certified teachers in classrooms. ABCTE has been providing teaching certificates to educators in Idaho since 2003 to the pleasure of school administrators. This review is a bureaucratic process, and is questionable as to its actual effectiveness of getting certified teachers into classroom.

More evidence is included below.

**2016**

SDE emails ABCTE with specifics as to what ABCTE's website should include. Emails include qualifiers that add a negative tone to the communications. For example, 'The following paragraph is *completely* inaccurate' when referring to a paragraph on the website that did not on Idaho page. In the same timeframe that ABCTE was receiving hostile emails from SDE, we were also receiving the first of many requests from SDE that ABCTE move a candidate who had yet to meet exam proficiency to certification. ABCTE worked with the candidate to build a portfolio of work capturing the candidates subject-area competency and was able to issue the candidate a complete certificate, at the request of SDE. ABCTE is informed that the SDE will soon be implementing program reviews for all Educator Preparation Programs (EPPs) in the state.

**April 2017**

ABCTE meets with SDE and is informed that all EPPs will be required to meet Council for Accreditation of Educator Preparation (CAEP) standards in order to pass the Program Review. ABCTE expresses extreme concern that CAEP is traditional-program specific and will put alternative programs at a disadvantage for program approval. SDE confirms that ABCTE will need to meet CAEP standards. SDE encourages ABCTE to attend an upcoming CAEP conference in order to prepare for the review. ABCTE's Director of Government affairs takes days out of office to attend the conference while conference registration, transportation, and lodging is paid for by SDE.

**July 2017**

ABCTE significantly alters its program in efforts to meet CAEP standards. A core tenant of ABCTE's program is that candidates are not required to participate in student teaching, nine to twelve weeks of unpaid time in a classroom—a teaching internship. Because CAEP requires EPP graduates to have experience in a classroom prior to program completion, ABCTE hires a panel of experts to develop ABCTE's Clinical Experience. Clinical Experience is developed in alignment to Idaho's standards. Clinical Experience takes place during a graduate's first year in the classroom, allowing ABCTE graduates to get the additional instruction CAEP requires without requiring the graduate to work in a classroom without pay. Clinical Experience is developed to mirror the Danielson Model of classroom observations, the same model SDE imposes upon local school districts.

ABCTE details this program addition to SDE and is told ABCTE's actions to add Clinical Experience are "very impressive"; SDE asks ABCTE to present Clinical Experience to the Professional Standards Committee. Because SDE response to Clinical Experience is favorable, ABCTE hires additional staff to implement Clinical Experience.

**January 2018**

ABCTE presents Clinical Experience program to the Professional Standards Committee. No program shortcomings are indicated. ABCTE is asked whether alterations to the program could be made to further mirror state requirements, allowing ABCTE to oversee state mentor experience requirements as opposed to having the state do so.

**May 2018**

ABCTE receives the first of several emails from Idaho candidates stating that the candidate was told by SDE that ABCTE can waive test requirements for some program candidates, allowing them to graduate to certification without testing. To this point, ABCTE has never allowed a candidate to graduate without completing all required testing and ABCTE has not received communication from SDE indicating that exceptions to this rule exist. ABCTE contacts SDE to learn why candidates are being told that they do not need to meet all ABCTE program requirements in order to earn certification. After much back and forth, SDE tells ABCTE that the program can waive testing requirements, but these cases will be taken into consideration during the Program Review. SDE explains that ABCTE will need present evidence during the Program Review that candidates who don't sit for all required tests have already met state requirements. When ABCTE asks SDE if a candidate holding a current Idaho teaching license would meet that requirement, ABCTE is met with ambiguities.

**July 2018**

SDE Program Review Coordinator contacts ABCTE to note that the Program Review is being scheduled to take place within a year and provides ABCTE with Program Review requirements. Two Program Review requirements strike ABCTE as inappropriate for alternative programs—the first being the aforementioned CAEP standards, the second being the performance and disposition standards of the Idaho State Standards. ABCTE again expresses concern to SDE, stating very clearly that CAEP standards are for traditional programs and, even with the implementation of Clinical Experience, ABCTE will not meet the standards. It is confirmed that all programs must meet the requirements of the Program Review.

**August 2018**

ABCTE is in contact with program graduate, Representative Dorothy Moon. ABCTE informs Representative Moon of concerns with Program Review requirements, most notably the CAEP standards. Representative Moon contacts SDE Administration. The following day ABCTE is informed by SDE staff that alternative EPPs will not be required to meet CAEP standards. At this point, ABCTE has spent two years and tens of thousands of dollars working to meet the CAEP standards.

Throughout this time, ABCTE is still receiving input from SDE about what should appear on ABCTE's website.

**February 2019**

ABCTE participates in a conference call with Idaho Representative DeMordaunt, Representative Moon, and Idaho's State Board of Education. During this call, ABCTE explains that the performance and disposition indicators of the Idaho State Standards are not appropriate to be applied to alternative EPPs. The State Board of Education contact indicates that these indicators can be reviewed for appropriateness once ABCTE specifies which indicators are problematic. ABCTE staff attempt to provide the State Board of Education with a list of the problematic standards but is not able to make contact.

### May 2019 Program Review

For the Program Review ABCTE submits complete access to ABCTE's online study materials including standards, workbooks, and online text books, in addition to dozens of lesson plans prepared by ABCTE teachers, dozens of observations conducted by local school administrators, and letters of recommendation written by principals who employ ABCTE teachers. ABCTE also provided a report per subject area showing alignment of ABCTE standards with Idaho State Standards. Additionally, ABCTE organized an opportunity for the entire review panel to observe the work of ABCTE graduates in Idaho classrooms, speak with a local principal employing ABCTE graduates, and participate in phone interviews with ABCTE candidates and graduates.

On three occasions, ABCTE asked that a member of ABCTE's team observe the candidate and graduate phone interviews with the Program Review panel because participants expressed concern about conversations with SDE and on all occasions ABCTE was told that the interviews are closed and ABCTE may not observe. Out of respect for the concerned participants, ABCTE withdrew the phone interviews as evidence for the Review.

The Review takes place over four days. At the end of day one, ABCTE receives a document from the review team detailing perceived shortcomings in the provided evidence. On the morning of day two, ABCTE notes to the Program Review Coordinator and Review Chair that several listed shortcomings are already addressed in the evidence. As an example, a science review asked for lesson plans, already provided in the evidence but because ABCTE allowed graduates to remain anonymous when submitting lesson plans, the reviewer wrote "nothing that would even suggest [the lesson plans] were taught in an Idaho school. I want to see Biology lesson plans, taught in Idaho schools, by Idaho Teachers." At this point in the Program Review, ABCTE had already confirmed for reviewers that all evidence provided was Idaho-specific.

It is during day two that Program Review team members are to travel to a local school to observe the teachings of ABCTE graduates, but the team decided that less than half of review panel members will attend. During this observation, the review panel member responsible for the CORE teaching standards—which impact ABCTE's outcome in all subject areas—becomes combative. This reviewer does not participate in the classroom observation, instead insisting on an interview with the teacher. ABCTE immediately moves to arrange an interview with the teacher, asking the school principal to cover her classroom while she meets with the reviewers. It is at this time that ABCTE notes that the interview-requesting reviewer has already left the school and does not participate in the interview. It is also during this school visit that ABCTE observes SDE staff asking school faculty several leading questions about the SDE staff members perceived shortcomings of ABCTE's program. ABCTE also observes bias in review team questions asked of school faculty. For example, one reviewer repeatedly asked a school mentor whether ABCTE graduates require more time and guidance than traditional EPP graduates. When the mentor noted that all new teachers need guidance, the reviewer again asked the question from a different angle.

On day three of the Program Review, ABCTE arranges for the review team to participate in a phone interview with a member of ABCTE's Curriculum Team specifically regarding the technology curriculum. ABCTE's Program Review Team was not allowed to sit in on this interview, but was later told by the Curriculum Team that the conversation frequently veered to topics beyond technology. During the

phone interview, SDE staff asked questions of the Curriculum Team that had already been answered on other occasions by ABCTE's Director of Government Affairs. At the conclusion of day three, ABCTE met with leads of the Program Review team and is informed that reviewers will be marking some provided subject areas as "not approved."

During the final meeting of the Program Review, ABCTE is informed that the following subject areas will not receive approval and can no longer be offered to the people of Idaho: English Language Arts, US and World History, Special Education, and Reading. ABCTE is informed that the program also failed the technology review and the student teaching component, even though Clinical Experience had already received positive feedback from the state. SDE and the Program Review lead indicate that these areas did not receive approval because reviewers could not find evidence that graduates were adequately prepared in these areas. Specifically, ABCTE was deemed insufficient in the performance and disposition indicators. Note that ABCTE had provided the following types of evidence to meet the performance and disposition requirements: a full year of classroom observations from 5 teachers, individual classroom observations conducted by school administration covering 77 ABCTE graduates, lesson plans from 36 ABCTE graduates, 17 program recommendation letters from local principals employing ABCTE teachers, and a performance review study of ABCTE graduates conducted by a traditional university school of education. This rejoinder covers more specific evidence supplied for the Program Review but deemed insufficient by the Program Review panel.

**Cover Page**

Lisa Colón Durham and Katie Mathias are given the title of State Observer; however, they were active participants in the review, drawing reviewers' attention to perceived programmatic shortcomings.  
*SDE removed titles from cover page.*

**Page 3 (Introduction)**

Included in the steps to program completion paragraph, it should be noted that many Idaho candidates are already teaching in schools through substitute positions or on emergency certificates at the time they enroll in ABCTE, and in these situations the candidates already have employment at the time of testing.  
*SDE updated this in final report.*

Evidence included in addition to the ABCTE PTK/Idaho Core Teaching Standards Alignment Document, Candidate Lesson Plans, Observation/Evaluation Forms, Testimony Letters from district administrators, and the ABCTE website also included all ABCTE study materials including standards, study plans, and online textbook.

\*CAEP definitions are used throughout the report despite the fact that CAEP standards are not appropriate for consideration during ABCTE's program review.

**Page 8 (Pre-service Technology Standards)**

Reviewers were provided with at least three pieces of evidence including ISTE tests required of candidates, technology study content including ISTE standards, and lesson plans and observations including the use of technology in the classroom.

In addition to the Sources of Evidence listed, EPP also provided a conference call interview with EPP curriculum staff and access to pedagogy standards and study materials covering technology in the classroom.

**Idaho Core Teaching Standards**

**Page 20 (1.3 Disposition)**

In addition to the sources of evidence listed for standard 1.2, ABCTE also provided the PTK standards and complete access to the study materials (digital text book) which clearly indicate that indicator 1.2.3 is met. For example, PTK Standard 3.5.01 commands that a candidate "Involves parents and guardians in monitoring their child's academic progress and homework." PTK Standard 3.5.02 commands that a candidate "Alerts parents and guardians to the educational benefits of leisure reading." And PTK Standard 3.5.03 commands "The teacher involves parents and other stakeholders to gather pertinent information related to student success."



**Page 21**

In addition to the sources of evidence listed for 1.3, ABCTE also provided a classroom observation which clearly addressed these indicators; however, the CORE standards reviewer refused to participate in the observation and therefore failed to witness demonstration of these indicators.

**Page 22 (2.1 Knowledge)**

In addition to the sources of evidence listed for 2.1, ABCTE also provided the PTK standards and complete access to the study materials (digital text book) which clearly indicate that standard 2.1.3 is met. For example, PTK Standard 2.2.28 commands that a candidate “provides effective instruction and assessment for English language learners, consistent with WIDA instructional standards.”

It is indicated that standard 2.1.5 is met. For example, PTK Standard 2.2.26 commands that “The teacher provides instruction that values the cultural heritages of different ethnic groups, both as legacies that affect students’ dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.” PTK Standard 2.2.27 commands that a candidate “Provides instruction and experiences that build bridges of meaningfulness between home and school experiences as well as between academic abstractions and reality.”

**Page 23 (2.2 Performance)**

In addition to the sources of evidence listed for standard 2.2, ABCTE also provided the PTK standards and complete access to the study materials (digital text book) which clearly indicate that indicator 2.2.5 is met. For example, PTK Standard 2.2.28 commands that a candidate “provides effective instruction and assessment for English language learners, consistent with WIDA instructional standards.”

**Page 24 (2.3 Disposition)**

In addition to the sources of evidence listed for standard 2.3, ABCTE also provided the PTK standards and complete access to the study materials (digital text book) which clearly indicate that indicator 2.3.1 is met. For example, PTK Standard 3.3.01 commands that a candidate “Indicates approval for correct responses.”

It clearly indicated that indicator 2.3.2 is met. For example, PTK Standard 2.2.15 commands that a candidate “Provides opportunities for students to actively participate through questions, share task related observations or experiences, compare opinions to deepen their appreciation of what they have learned and how it relates to their lives outside school.”

It clearly indicated that indicator 2.3.3 is met. For example, PTK Standard 2.2.25 commands that a candidate “Develops instruction that values individuals’ experiences and perspectives and that recognizes their influence on how individuals construct knowledge.”

It clearly indicated that indicator 2.3.4 is met. For example, PTK Standard 2.2.28 commands that a

candidate “Provides effective instruction and assessment for English language learners, consistent with WIDA instructional standards.”

**Page 30 (4.3 Disposition)**

In addition to the sources of evidence listed for standard 4.3, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 4.3.3 is met. For example, PTK Standard 2.2.24 commands that a candidate “Develops culturally relevant instruction.” PTK Standard 4.1.05 commands that a candidate “Is informed by student voice and uses this information to plan instruction that meets students’ academic, social, emotional, and cultural needs.”

**Page 39 (7.3 Disposition)**

In addition to the sources of evidence listed for standard 7.3, ABCTE also provided the PTK standards and complete access to the study materials (digital text book) which clearly indicate that indicator 7.3.1 is met. For example, PTK Standard 1.1.13 commands that a candidate “Recognizes the multiple learning styles of students, designs instruction to address students’ strengths, and assesses authentically by allowing demonstrations in any of the intelligence domains as evidence of learning.”

It clearly indicated that indicator 7.3.2 is met. For example, PTK Standard 2.2.25 commands that a candidate “Develops instruction that values individuals’ experiences and perspectives and that recognizes their influence on how individuals construct knowledge.”

It clearly indicated that indicator 7.3.3 is met. For example, PTK Standard 3.4.02 commands that a candidate “Communicates to students the measurements and criteria for attaining learning objectives.”

It clearly indicated that indicator 7.3.4 is met. For example, PTK Standard 2.2.23 commands that a candidate “Differentiates instruction based on learner readiness to promote generative learning.” **Page 45 (9.3 Disposition)**

In addition to the sources of evidence listed for standard 9.3, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 9.3.1 is met. For example, PTK Standard 1.1.15 commands that a candidate “Is reflective in his/her practice, considering the impact of instructional decisions, assessment outcomes, and interactions with all stakeholder groups on the teacher’s work.”

It clearly indicated that indicator 9.3.2 is met. For example, PTK Standard 1.1.17 commands that a candidate “Understands how his/her personal identity, philosophies, and background affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.”

It clearly indicated that indicator 9.3.3 is met. For example, PTK Standard 1.1.11 commands that a candidate “Is a life-long learner and is committed to ongoing professional development. Also, the teacher knows how to turn feedback into actionable plans for growth.”

It clearly indicated that indicator 9.3.4 is met. For example, PTK Standard 1.1.15 commands that a candidate “Is reflective in his/her practice, considering the impact of instructional decisions, assessment outcomes, and interactions with all stakeholder groups on the teacher’s work.”

**Page 49 (10.3 Disposition)**

In addition to the sources of evidence listed for standard 10.3, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 10.3.1 is met. For example, PTK Standard 3.4.01 commands that a candidate “Holds high achievement expectations for student learning.”

It is clearly indicated that indicator 10.3.2 is met. For example, PTK Standard 2.1.07 commands that a candidate “Is committed to collaboration and communicates effectively with all stakeholders through various conduits, platforms, and in appropriate contexts.”

It is clearly indicated that indicator 10.3.3 is met. For example, PTK Standard 2.1.08 commands that a candidate “Is an advocate for student success.”

It is clearly indicated that indicator 10.3.4 is met. For example, PTK Standard 2.1.09 commands that a candidate “Is a mentor for peers.”

It is clearly indicated that indicator 10.3.5 is met. For example, PTK Standard 1.1.11 commands that a candidate “Is a life-long learner and is committed to ongoing professional development. Also, the teacher knows how to turn feedback into actionable plans for growth.”

**Idaho Standards for Mathematics Teachers**

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**Page 54 (1.2 Performance)**

In addition to the sources of evidence listed for standard 1.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 1.2.1 is met. For example, PTK Standard 1.1.04 commands that a candidate “Selects facts, samples, examples or a combination to substantiate or illustrate ideas.” PTK Standard 1.1.05 commands that a candidate “Juxtaposes examples that differ in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples.” PTK Standard 1.1.08 commands that a candidate “Uses routines, presentations, practice, review, memorization, application and homework, as appropriate, to organize instruction into clearly defined segments.”

It is clearly indicated that indicator 1.2.2 is met. For example, PTK Standard 1.1.01 commands that a candidate “Writes measurable objectives for both individual or classroom performance based on data and subject matter.” PTK Standard 1.1.05 commands that a candidate “Juxtaposes examples that differ

in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples.” PTK Standard 2.2.02 commands that a candidate “Presents material in a logical sequence.”

**Page 56 (2.2 Performance)**

In addition to the sources of evidence listed for standard 2.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 2.2.1 is met. For example, PTK Standard 1.1.05 commands that a candidate “Juxtaposes examples that differ in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples.” PTK Standard 2.1.04 commands that a candidate “States what will be taught in the lesson in the form of verbal associations, concepts, principles, or cognitive strategies.” PTK Standard 2.2.01 commands that a candidate “Assesses students to decide where and how to begin instruction based on students’ prior knowledge and prerequisite skills.”

It is clearly indicated that indicator 2.2.2 is met. For example, PTK Standard 1.1.01 commands that a candidate “Writes measurable objectives for both individual or classroom performance based on data and subject matter.” PTK Standard 2.1.02 commands that a candidate “Explains how current lessons build upon previously learned knowledge and skills.” PTK Standard 3.3.02 commands that a candidate “Follows correct answers with new questions to maintain momentum.”

**Page 63 (6.2 Performance)**

In addition to the sources of evidence listed for standard 6.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 6.2.1 is met. For example, PTK Standard 2.2.06 commands that a candidate “Teaches vocabulary required for mastery of the subject matter.”

It is clearly indicated that indicator 6.2.2 is met. For example, PTK Standard 2.2.15 commands that a candidate “Provides opportunities for students to actively participate through questions, share taskrelated observations or experiences, compare opinions to deepen their appreciation of what they have learned and how it relates to their lives outside school.” PTK Standard 2.2.16 commands that a

candidate “Provides opportunities for students to explain in their own words how individual elements are connected in a network of related content and connect it (the new content) to their prior knowledge.” PTK Standard 2.3.01 commands that a candidate “Suits questions to the knowledge and skill of students.”

**Idaho Science Foundation Standards Page 71 (1.2 Performance)**

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In addition to the sources of evidence listed for standard 1.2, ABCTE also provided the PTK Standards, Science Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 1.2.1 is met. For example, PTK Standard 2.2.22 commands that a candidate “uses figures

in history of the content, of both genders, to provide context for understanding of the development of culture, concepts, processes, and theories within the various disciplines.” General Science Standard 1.17 commands that a candidate “Uses scientific figures in history, of both genders, to provide context for understanding of the development of scientific processes and theories.”

It is clearly indicated that indicator 1.2.2 is met. For example, PTK Standard 1.1.05 commands that a candidate “Juxtaposes examples that differ in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples.” PTK Standard 2.2.05 commands that a candidate “Focuses on learning objectives without disrupting continuity by digressing.” General Science Standard 1.18 commands that a candidate “Differentiates instruction based on learner readiness to promote effective scientific investigation by all students.”

It is clearly indicated that indicator 1.2.6 is met. For example, PTK Standard 1.1.12 commands that a candidate “Designs instruction that requires students to think critically about the content and produce original artifacts as demonstrations of their learning.” PTK Standard 1.17 commands that a candidate “Uses scientific figures in history, of both genders, to provide context for understanding of the development of scientific processes and theories.” PTK Standard 2.2.12 commands that a candidate “Provides frequent and varied opportunities for students to practice new skills, apply new knowledge, or both.”

It is clearly indicated that indicator 1.2.7 is met. For example, PTK Standard 1.18 commands that a candidate “Differentiates instruction based on learner readiness to promote Effective scientific investigation by all students.”

It is clearly indicated that indicator 1.2.8 is met. For example, PTK Standard 1.1.12 commands that a candidate “Designs instruction that requires students to think critically about the content and produce original artifacts as demonstrations of their learning.” PTK Standard 1.18 commands that a candidate “Differentiates instruction based on learner readiness to promote Effective scientific investigation by all students.” PTK Standard 2.2.22 commands that a candidate “Uses figures in history of the content, of both genders, to provide context for understanding of the development of culture, concepts, processes, and theories within the various disciplines.”

### **Page 73 (2.2 Performance)**

In addition to the sources of evidence listed for standard 2.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 2.2.1 is met. For example, PTK Standard 1.1.13 commands that a candidate “Recognizes the multiple learning styles of students, designs instruction to address students’ strengths, and assesses authentically by allowing demonstrations in any of the intelligence domains as evidence of learning.” PTK Standard 2.1.03 commands that a candidate “When introducing new concepts, previews major ideas or questions to be covered in the lesson to stimulate students’ thinking about topic.” PTK Standard 2.2.07 commands that a candidate “Presents sufficient, varied, systematic examples, non-examples, problems, or materials in order for students to master critical concepts. So students grasp relationships, make predictions,

debate alternative approaches to problems, or otherwise consider the content's implications or applications."

It is clearly indicated that indicator 2.2.2 is met. For example, PTK Standard 1.1.07 commands that a candidate "Selects lesson content that builds on prior learning." PTK Standard 2.1.01 commands that a candidate "Stimulates student interest by connecting prior knowledge and students' personal experience to larger concepts." PTK Standard 2.3.02 commands that a candidate "Uses factual and higher order questions to further student learning."

**Page 74 (4.2 Performance)**

In addition to the sources of evidence listed for standard 4.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 4.2.1 is met. For example, PTK Standard 1.1.12 commands that a candidate "Designs instruction that requires students to think critically about the content and produce original artifacts as demonstrations of their learning."

It is clearly indicated that indicator 4.2.2 is met. For example, PTK Standard 2.2.29 commands that a candidate "Uses relevant instructional technology to deliver instruction that promotes generative learning. Technology based instruction is provided with an emphasis on compliance with all state-based education and ethics policies along with all legal requirements."

It is clearly indicated that indicator 4.2.3 is met. For example, PTK Standard 2.2.18 commands that a candidate "Knows the different purposes of various instructional methods and how and when to use them, including whole class, cooperative, small group, and tutoring." PTK Standard 2.2.21 commands that a candidate "Holds members of cooperative work groups or small groups individually responsible for performance."

**Page 76 (6.2 Performance)**

In addition to the sources of evidence listed for standard 6.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 6.2.1 is met. For example, General Science Standard 1.20 commands that a candidate "Promotes awareness of different career disciplines and how they connect in the real world." General Science Standard 1.21 commands that a candidate "The teacher understands how learning is directly impacted by cognitive processing."

It is clearly indicated that indicator 6.2.3 and 6.2.5 are met. For example, PTK Standard 2.2.29 commands that a candidate "Uses relevant instructional technology to deliver instruction that promotes generative learning. Technology based instruction is provided with an emphasis on compliance with all state-based education and ethics policies along with all legal requirements."

**Page 77 (9.2 Performance)**

In addition to the sources of evidence listed for standard 9.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 9.2.1 is met. For example, PTK Standard 1.1.03 commands that a candidate “Organizes content across lessons around central concepts, propositions, theories, or models.” PTK Standard 1.1.14 commands that a candidate “Supports learner literacy development in and across content areas.” PTK Standard 1.17

commands that a candidate “Uses scientific figures in history, of both genders, to provide context for understanding of the development of scientific processes and theories.”

It is clearly indicated that indicator 9.2.2 is met. For example, PTK Standard 2.2.22 commands that a candidate “Uses figures in history of the content, of both genders, to provide context for understanding of the development of culture, concepts, processes, and theories within the various disciplines.” PTK Standard 2.2.25 commands that a candidate “Develops instruction that values individuals’ experiences and perspectives and that recognizes their influence on how individuals construct knowledge.”

**Page 79 (11.2 Performance)**

In addition to the sources of evidence listed for standard 9.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicators 11.2.1, 11.2.2, and 11.2.8 are met. For example, PTK Standard 1.1.16 commands that a candidate “Complies with all laws and state regulations governing classroom practice, curriculum, interactions with students, parents, and all other stakeholders.”

**Page 80 (12.2 Performance)**

In addition to the sources of evidence listed for standard 12.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 12.2.1 is met. For example, General Science Standard 1.01 commands that a candidate “Understand the techniques used to analyze, critique, and improve scientific explanations of phenomena; understand that hypotheses must always be falsifiable and subjected to review in the light of scientific evidence obtained by experiment and observation.” General Science Standard 1.1 commands that a candidate “Use exponential growth and decay models to describe ratio-dependent phenomena such as radioactive decay and unchecked population growth.” General Science Standard 1.16 commands that a candidate “Recognize and identify how people from all walks of life make contributions to science.”

**Idaho Standards for Biology Teachers Page 84 (1.2 Performance)**

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In addition to the sources of evidence listed for standard 1.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 1.2.2 is met. General Science Standard 2.13 commands that a candidate “Understand the current

classification schemes (three domains, six kingdoms) and the rationale for categorizing organisms. List the levels of classification.” General Science Standard 2.15 commands that a candidate “Energy transfer through trophic levels of food web.”

It is clearly indicated that indicator 1.2.6 is met. For example, General Science Standard 1.08 commands that a candidate “Understand the role of theory in the structure, function, and development of science such as the atomic theory, classical mechanics (e.g., Newtonian theory), Big Bang theory, the theory of plate tectonics, and the theory of biological evolution.” General Science Standard 2.10 commands that a candidate “Know how fossils form and how they have contributed to our understanding of the evolutionary history of life.”

It is clearly indicated that indicator 1.2.7 is met. For example, General Science Standard 4.03 commands that a candidate “Describe how atomic nuclei with atomic numbers up to iron are formed inside stars.” General Science Standard 4.07 commands that a candidate “Describe the overall interacting systems of Earth, including solid earth (geosphere/lithosphere), atmosphere, biosphere, hydrosphere, and ionosphere.”

It is clearly indicated that indicator 1.2.8 is met. For example, General Science Standard 2.16 commands that a candidate “Know the basic functions of the various human body systems.” General Science Standard 5.03 commands that a candidate “Explain the connection between the mass  $m$  of a body and its weight  $w$ .”

It is clearly indicated that indicator 1.2.11 is met. For example, General Science Standard 7.08 commands that a candidate “Understand the implications on mineral cycling of the human practices of fertilization of land and harvesting of crops. Explain how these implications are different for nutrients whose major inorganic reservoir is the atmosphere rather than the soil.”

## Idaho Standards for Physics Teachers

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### Page 93 (1.2 Performance)

In addition to the sources of evidence listed for Standard 1.2, ABCTE also provided the PTK Standards, General Science Standards and complete access to the study materials (digital text book) which clearly indicate that indicators 1.2.1 and 1.2.2 are met. For example, PTK Standard 2.01.01 commands that a candidate “Stimulates student interest by connecting prior knowledge and students' personal experience to larger concepts.” General Science Standard 25.05 commands that a candidate “Explain the conditions that lead to stable, unstable, and neutral equilibrium of a body.” General Science Standard 26.04 commands that a candidate “Use momentum conservation to explain the operation of a rocket or the collision of billiard balls.”

It is clearly indicated that indicator 1.2.3 is met. For example, PTK Standard 1.01.01 commands that a candidate “Writes measurable objectives for both individual or classroom performance based on data



and subject matter.” PTK Standard 3.01.01 commands that a candidate “Develops and teaches clear class rules during the first week of school.” General Science Standard 25.02 commands that a candidate “Add forces vectorially in two dimensions, using trigonometric relations to calculate components.”

It is clearly indicated that indicator 1.2.4 is met. For example, PTK Standard 2.01.01 commands that a candidate “Stimulates student interest by connecting prior knowledge and students' personal experience to larger concepts.” General Science Standard 30.06 commands that a candidate “Use Ohm’s law to calculate the resistance of series and parallel networks of resistors.”

#### **Idaho Social Studies Foundation Standards**

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##### **Page 96 (1.1 Knowledge)**

In addition to the sources of evidence listed for standard 1.1, ABCTE also provided the PTK Standards, US History Standards, World History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 1.1.1 is met. For example, PTK Standard 1.1.07 commands that a candidate “Selects lesson content that builds on prior learning.” US History Standard 3.1.03 commands that a candidate “Analyze how Enlightenment thought is reflected in the key ideas of the "Declaration of Independence," including equality, natural rights, the rule of law, the right of revolution, the consent of the governed, and the purpose of government.” World History Standard 1.01 commands that a candidate “Describe the archaeological evidence of the origin of human beings in Africa and identify early patterns of migration.”

It is clearly indicated that indicator 1.1.2 is met. For example, PTK Standard 1.1.08 commands that a candidate “Uses routines, presentations, practice, review, memorization, application and homework, as appropriate, to organize instruction into clearly defined segments.” US History Standard 8.2.05 commands that a candidate “Describe major cultural, technological, scientific, economic, and social developments of the late twentieth century.” World History Standard 6.15 commands that a candidate “Analyze international economic interdependence in terms of multinational corporations, regional economic agreements, and utilization of resources.”

##### **Page 96 (1.2 Performance)**

In addition to the sources of evidence listed for standard 1.2, ABCTE also provided the PTK Standards, US History Standards, World History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 1.2.1 is met. For example, PTK Standard 2.1.04 commands that a candidate “States what will be taught in the lesson in the form of verbal associations, concepts, principles, or cognitive strategies.” US History Standard 3.1.03 commands that a candidate “Analyze how Enlightenment thought is reflected in the key ideas of the "Declaration of Independence," including equality, natural rights, the rule of law, the right of revolution, the consent of the governed, and the purpose of government.” World History Standard 2.10 commands that a candidate “Describe the

features of Roman citizenship, the expansion of slavery, and the role of freedmen within the empire.”

**Page 98 (4.2 Performance)**

In addition to the sources of evidence listed for standard 4.2, ABCTE also provided the PTK Standards, US History Standards, World History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 4.2.1 is met. For example, PTK Standard 1.1.04 commands that a candidate “Selects facts, samples, examples or a combination to substantiate or illustrate ideas.” US History Standard 2.1.01 commands that a candidate “Describe the major leaders and groups responsible for founding the original English colonies in North America. Analyze the distinctive characteristics of various colonies and the underlying reasons for their establishment.” World History Standard 3.04 commands that a candidate “Describe the political institutions, legal systems, trade networks, and the arts of the emerging Muslim world, as well as its role in developing and transferring mathematics, science, philosophy, and technology.”

It is clearly indicated that indicator 4.2.2 is met. For example, PTK Standard 2.2.12 commands that a candidate “Provides frequent and varied opportunities for students to practice new skills, apply new knowledge, or both.” US History Standard 3.1.13 commands that a candidate “Describe the freedoms protected by the Bill of Rights and explain the reasons for its passage.” World History Standard 2.17 commands that a candidate “Analyze the significance of Han interaction with nomadic groups in Central Asia and with the peoples of East Asia.”

**Page 99 (5.1 Knowledge)**

In addition to the sources of evidence listed for standard 5.1, ABCTE also provided the PTK Standards, US History Standards, World History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 5.1.1 is met. For example, PTK Standard 2.1.03 commands that a candidate “When introducing new concepts, previews major ideas or questions to be covered in the lesson to stimulate students’ thinking about topic.” US History Standard 2.1.05 commands that a candidate “Describe the economic and social factors that led to the expansion of slavery in the colonies at the end of the seventeenth century and the groups involved in the African slave trade.” World History Standard 3.15 commands that a candidate “Geographically and chronologically locate postclassical states and empires and describe relevant topographical features and their significance.”

It is clearly indicated that indicator 5.1.2 is met. For example, PTK Standard 2.2.12 commands that a candidate “Provides frequent and varied opportunities for students to practice new skills, apply new knowledge, or both.” US History Standard 3.1.09 commands that a candidate “Describe the major strengths and weaknesses of the Articles of Confederation, as well as the events that led to the Constitutional Convention of 1787.” World History Standard 2.18 commands that a candidate “Describe the social and economic conditions that led to the fall of the Han Empire.”

**Page 99 (5.2 Performance)**

In addition to the sources of evidence listed for standard 5.2, ABCTE also provided the PTK Standards, US History Standards, World History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 5.2.1 is met. For example, PTK Standard 1.1.09 commands

that a candidate “Designs instruction that shows relationships among content and ideas and points out opportunities for transfer.” US History Standard 4.1.04 commands that a candidate “Describe prominent people and reform movements for social justice in antebellum America.” World History Standard 2.20 commands that a candidate Geographically and chronologically locate classical civilizations and describe relevant topographical features and their significance.”

It is clearly indicated that indicator 5.2.2 is met. For example, PTK Standard 2.2.13 commands that a candidate “Provides students with ample opportunities to solve similar problems.” US History Standard 3.1.13 commands that a candidate “Describe the freedoms protected by the Bill of Rights and explain the reasons for its passage.” World History Standard 5.05 commands that a candidate “Explain the causes of the Industrial Revolution and its economic, social, and political effects in Britain and other countries as it spread globally. Explain the link between expanding industrialization and imperial competition among industrializing nations.”

It is clearly indicated that indicator 5.2.3 is met. For example, PTK Standard 1.1.06 commands that a candidate “Plans lessons, depending on size and content of unit, so that important ideas or skills are studied or practiced on several occasions rather than all at once.” US History Standard 3.1.09 commands that a candidate “Describe the major strengths and weaknesses of the Articles of Confederation, as well as the events that led to the Constitutional Convention of 1787.” World History Standard 2.15 commands that a candidate “Describe the teachings of Confucius, Mencius, and Laozi.”

#### **Page 100 (8.1 Knowledge)**

In addition to the sources of evidence listed for standard 8.1, ABCTE also provided the PTK Standards, US History Standards, World History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 8.1.1 is met. For example, PTK Standard 2.2.14 commands that a candidate “Uses both examples and non-examples, (e.g., of concepts) so those students can induce the defining features.” US History Standard 2.2.08 commands that a candidate “Identify and describe the roles of the major leaders of the First Great Awakening, describe its effect on religious beliefs and practices, and explain its significance in the development of the colonies.” World History Standard 2.17 commands that a candidate “Analyze the significance of Han interaction with nomadic groups in Central Asia and with the peoples of East Asia.”

#### **Page 100 (8.2 Performance)**

In addition to the sources of evidence listed for standard 8.2, ABCTE also provided the PTK Standards, US History Standards, World History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 8.2.1 is met. For example, PTK Standard 2.2.17 commands that a candidate “Provides closure to lesson (e.g., reviewing main points, stressing concepts, and previewing next lesson).” US History Standard 3.1.04 commands that a candidate “Analyze the issues that divided colonists into Patriots, Loyalists, and Neutrals and the roles these groups played in the Revolutionary War.” World History Standard 6.06 commands that a candidate “Analyze the development and effect of the United Nations and the development of international law, international organizations, and nongovernmental agencies.”

**Idaho Standards for History Teachers**

**Page 104 (4.2 Performance)**

In addition to the sources of evidence listed for standard 4.2, ABCTE also provided the PTK Standards, US History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 4.2.1 is met. For example, PTK Standard 2.2.02 commands that a candidate “Presents material in a logical sequence.” US History Standard 2.1.03 commands that a candidate “Describe the distinctions between the various kinds of colonies and the structure and functions of the different kinds of colonial governments.”

It is clearly indicated that indicator 4.2.2 is met. For example, US History Standard 2.2.06 commands that a candidate “Describe the conditions of enslaved and free Africans in the colonies, the reactions of Africans to their treatment, and the colonial response to the growing number of slaves.”

It is clearly indicated that indicator 4.2.3 is met. For example, US History Standard 3.2.07 commands that a candidate “Describe the causes, events, and results of the War of 1812 and the evolution of American foreign policy afterwards. Explain the impact of the Monroe Doctrine.”

It is clearly indicated that indicator 4.2.4 is met. For example, PTK Standard 1.1.07 commands that a candidate “Selects lesson content that builds on prior learning.” US History Standard 3.1.05 commands that a candidate “Describe the significance of the major battles, campaigns, and turning points during the Revolutionary War. Explain the factors leading to American victory and British defeat in the Revolutionary War.”

It is clearly indicated that indicator 4.2.5 is met. For example, PTK Standard 2.1.03 commands that a candidate “When introducing new concepts, previews major ideas or questions to be covered in the lesson to stimulate students’ thinking about topic.” US History Standard 3.1.04 commands that a candidate “Analyze the issues that divided colonists into Patriots, Loyalists, and Neutrals and the roles these groups played in the Revolutionary War.”

It is clearly indicated that indicator 4.2.6 is met. For example, PTK Standard 2.2.11 commands that a candidate “Utilizes metaphors and analogies to communicate key ideas.” US History Standard 3.1.09 commands that a candidate “Describe the major strengths and weaknesses of the Articles of Confederation, as well as the events that led to the Constitutional Convention of 1787.”

**Idaho Standards for English Language Arts Teachers Page 107 (1.2 Performance)**

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In addition to the sources of evidence listed for standard 1.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital

text book) which clearly indicate that indicator 1.2.1 is met. For example, PTK Standard 1.1.01 commands that a candidate “Writes measurable objectives for both individual or classroom performance based on data and subject matter.” ELA Content Area Standard 1.1.6 commands that a candidate “Use context to support word identification and to confirm word meaning.” ELA Content Area Standard 1.2.3 commands that a candidate “Use different reading strategies (e.g., skimming and scanning; finding information to support particular ideas) to help students comprehend text.”

It is clearly indicated that indicator 1.2.2 is met. For example, PTK Standard 1.1.02 commands that a candidate “Guides curricular planning (e.g., content clusters, instructional methods, learning activities and assessment tools) based on goals of the instruction.” ELA Content Area Standard 1.2.4 commands that a candidate “Identify essential background knowledge that readers must have in order to understand a text.” ELA Content Area Standard 1.3.1 commands that a candidate “Understand the tradition and historical development of major literary genres and sub-genres, including poetry, drama, the essay, the novel, and the short story.”

It is clearly indicated that indicator 1.2.3 is met. For example, PTK Standard 1.1.05 commands that a candidate “Juxtaposes examples that differ in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples.” ELA Content Area Standard 2.3.01 commands that a candidate “Understand the purpose of various prewriting strategies (e.g., brainstorming, outlining, clustering, lists, questions, note-taking).” ELA Content Area Standard 3.1.08 commands that a candidate “Compose writing assignments that provide an appropriate level of challenge with particular attention to practice for newly acquired skills.”

#### **Page 108 (3.2 Performance)**

In addition to the sources of evidence listed for standard 3.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 3.2 is met. For example, PTK Standard 1.1.01 commands that a candidate “Writes measurable objectives for both individual or classroom performance based on data and subject matter.” ELA Content Area Standard 1.3.1 commands that a candidate “Understand the tradition and historical development of major literary genres and sub-genres, including poetry, drama, the essay, the novel, and the short story.” ELA Content Area Standard 2.3.02 commands that a candidate “Explain the stages of the writing process and its recursive nature (to generate and develop ideas, organize information, connect ideas and paragraphs, develop and revise drafts, and edit for grammar, spelling and punctuation).”

#### **Page 110 (5.2 Performance)**

In addition to the sources of evidence listed for Standard 5.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 5.2.1 is met. For example, PTK Standard 1.1.02 commands that a candidate “Guides curricular planning (e.g., content clusters, instructional methods, learning activities and assessment tools) based on goals of the instruction.” ELA Content Area Standard 2.1.08 commands that a candidate “Know the logical significance of different words (e.g., because, if

then, unless, only, if, including, but, and) and syntactic structures (e.g., main versus subordinate or modifying clauses)”

It is clearly indicated that indicator 5.2.2 is met. For example, PTK Standard 2.2.15 commands that a candidate “Provides opportunities for students to actively participate through questions, share task related observations or experiences, compare opinions to deepen their appreciation of what they have learned and how it relates to their lives outside school.” ELA Content Area Standard 2.2.03 commands that a candidate “Identify the speaker’s point of view toward a subject.”

It is clearly indicated that indicator 5.2.3 is met. For example, PTK Standard 2.3.02 commands that a candidate “Uses factual and higher order questions to further student learning.” ELA Content Area Standard 2.2.02 commands that a candidate “Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.”

It is clearly indicated that indicator 5.2.4 is met. For example, PTK Standard 2.3.03 commands that a candidate “Uses open-ended higher-cognitive questions that call for students to apply, analyze, synthesize or evaluate what they are learning.” ELA Content Area Standard 2.2.04 commands that a candidate “Distinguish between a summary of and an advocacy of a position.”

#### **Page 111 (6.2 Performance)**

In addition to the sources of evidence listed for Standard 6.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 6.2.1 is met. For example, PTK Standard 4.1.01 commands that a candidate. “ELA Content Area Standard 3.1.01 commands that a candidate “Knows strategies to enhance vocabulary development through the use of a variety of definitional and contextual approaches distributed over time and across settings (pre-teaching of vocabulary, word classification; reading in content areas) are important for student learning.”

It is clearly indicated that indicator 6.2.2 is met. For example, PTK Standard 2.3.03 commands that a candidate “Uses open-ended higher-cognitive questions that call for students to apply, analyze, synthesize or evaluate what they are learning.” ELA Content Area Standard 1.3.3 commands that a candidate “Identify and describe the poetic conventions of verse.”

It is clearly indicated that indicator 6.2.3 is met. For example, PTK Standard 2.3.07 commands that a candidate “When asking questions with a short and specific correct answer, orchestrates chorale responses to involve all students (e.g., reading word lists, memorizing facts, practicing pronunciation in foreign language).” ELA Content Area Standard 2.3.9 commands that a candidate “Make effective use of parallel structure.”

It is clearly indicated that indicator 6.2.4 is met. For example, PTK Standard 4.1.01 commands that a candidate “Aligns assessments to taught objectives and lesson content.” ELA Content Area Standard 3.1.11 commands that a candidate “Know how to cultivate eloquence and style in writing and speech and have a repertoire of strategies for helping students develop eloquence and style.”

**Page 112 (7.2 Performance)**

In addition to the sources of evidence listed for Standard 7.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 7.2.1 is met. For example, PTK Standard 1.1.02 commands that a candidate “Guides curricular planning (e.g., content clusters, instructional methods, learning activities and assessment tools) based on goals of the instruction.” ELA Content Area Standard 3.1.05 commands that a candidate “Know a repertoire of strategies to build good independent reading habits in students in a manner that reinforces the interest and pleasure that reading holds and communicates the glory of great literature.”

It is clearly indicated that indicator 7.2.2 is met. For example, PTK Standard 1.1.04 commands that a candidate “Selects facts, samples, examples or a combination to substantiate or illustrate ideas.” ELA Content Area Standard 1.3.1 commands that a candidate “Understand the tradition and historical development of major literary genres and sub-genres, including poetry, drama, the essay, the novel, and the short story.”

It is clearly indicated that indicator 7.2.3 is met. For example, PTK Standard 1.1.08 commands that a candidate “Uses routines, presentations, practice, review, memorization, application and homework, as appropriate, to organize instruction into clearly defined segments.” ELA Content Area Standard 2.3.01 commands that a candidate “Understand the purpose of various prewriting strategies (e.g., brainstorming, outlining, clustering, lists, questions, note-taking).”

It is clearly indicated that indicator 7.2.4 is met. For example, PTK Standard 1.1.09 commands that a candidate “Designs instruction that shows relationships among content and ideas and points out opportunities for transfer.” ELA Content Area Standard 2.4.02 commands that a candidate “Know the function of a variety of resources, both print and electronic.”

**Page 113 (8.2 Performance)**

In addition to the sources of evidence listed for Standard 8.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 8.2 is met. For example, PTK Standard 2.1.03 commands that a candidate “When introducing new concepts, previews major ideas or questions to be covered in the lesson to stimulate students’ thinking about topic.” ELA Content Area Standard 2.4.03 commands that a candidate “Know how to recognize and use reliable internet sources.” ELA Content Area Standard 3.1.05 commands that a candidate “Know a repertoire of strategies to build good independent reading habits in students in a manner that reinforces the interest and pleasure that reading holds and communicates the glory of great literature.”

**Page 114 (9.2 Performance)**

In addition to the sources of evidence listed for Standard 9.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital

text book) which clearly indicates that indicator 9.2 is met. For example, PTK Standard 3.3.04 commands that a candidate, “When students give incorrect responses, gives immediate corrective feedback depending on the type of student mistake made (whether by mistake of fact, concept, or rule).” ELA Content Area Standard 3.1.03 commands that a candidate “Explain how to assess and instruct for functional vocabulary power.” ELA Content Area Standard 3.1.06 commands that a candidate “Demonstrate a working familiarity with high quality and demanding literature for middle and high school students.”

**Page 114 (10.2 Performance)**

In addition to the sources of evidence listed for Standard 10.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 10.2 is met. For example, PTK Standard 3.5.01 commands that a candidate “Involves parents and guardians in monitoring their child's academic progress and homework.” ELA Content Area Standard 3.1.07 commands that a candidate “Know that asking students to articulate and elaborate ideas and use language precisely will increase language competencies and verbal proficiencies of students.” ELA Content Area Standard 3.1.10 commands that a candidate “Explain how to vary writing assignments and construct sequences of assignments that take into account different degrees of rhetorical difficulty (e.g., audience variation) and different degrees of conceptual or logical difficulty (e.g., unfamiliar vs. familiar ideas, reporting information vs. analyzing information).”

**Idaho Standards for Exceptional Child Generalists**

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**Page 117 (1.2 Performance)**

In addition to the sources of evidence listed for Standard 1.2, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 1.2.1 is met. For example, PTK Standard 2.3.01 commands that a candidate “Suits questions to the knowledge and skill of students.” Special Education Standard 3.1.05 commands that a candidate “Demonstrate how to select, construct, conduct, and modify nondiscriminatory, developmentally and chronologically age-appropriate informal assessments, including teacher-made tests, curriculum-based assessments, basic skills and content area assessments, and alternatives to norm-referenced testing.” Special Education Standard 3.3.09 commands that a candidate “Discuss the theories and research that form the basis of curriculum development; be able to plan curriculum with appropriate modifications and adaptations.”

It is clearly indicated that indicator 1.2.2 is met. For example, PTK Standard 1.1.11 commands that a candidate “The teacher is a life-long learner and is committed to ongoing professional development. Also, the teacher knows how to turn feedback into actionable plans for growth.” Special Education Standard 2.2.04 commands that a candidate “Identify cultural biases and their influence on the referral, identification, placement, and learning of individuals with disabilities.” Special Education Standard



2.4.14 commands that a candidate “Identify strategies to facilitate learning for students whose primary language is not the dominant language.”

**Page 117 (2.1 Knowledge)**

In addition to the sources of evidence listed for Standard 2.1, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 2.1.1 is met. For example, PTK Standard 1.1.16 commands that a candidate “The teacher complies with all laws and state regulations governing classroom practice, curriculum, interactions with students, parents, and all other stakeholders.” Special Education Standard

1.1.05 commands that a candidate “Refer to current federal laws that govern the provision of special education to children ages 0 through 21 years.”

It is clearly indicated that indicator 2.1.2 is met. For example, PTK Standard 2.1.06 commands that a candidate “The teacher understands the school as an entity within a cultural, social, and political contexts and can work with stakeholders throughout the entity to achieve goals.” Special Education Standard 1.2.05 commands that a candidate “Identify the specific roles and responsibilities of special education teachers such as: collaborator with other teachers; multidisciplinary team member; service provider; liaison with parents/guardians/families, community groups, and outside agencies; and, a link for parents/guardians/families to parent-educators or to other groups and resources.”

It is clearly indicated that indicator 2.1.3 is met. For example, PTK Standard 4.3.05 commands that a candidate “The special education teacher supports students with exceptionalities by providing motivational and instructional interventions.” Special Education Standard 2.4.11 commands that a candidate “Discuss ways in which interventions can aid generalization and maintenance of appropriate behaviors.”

It is clearly indicated that indicator 2.1.4 is met. For example, PTK Standard 4.03.06 commands that a candidate “The special education teacher serves as a resource in the area of behavior management for students with exceptionalities.” Special Education Standard 2.4.08 commands that a candidate “Describe the critical components of and procedures for implementing positive behavioral supports.”

**Page 118 (2.2 Performance)**

In addition to the sources of evidence listed for Standard 2.2, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 2.2.1 is met. For example, PTK Standard 2.1.07 commands that a candidate “The teacher is committed to collaboration and communicates effectively with all stakeholders through various conduits, platforms, and in appropriate contexts.” Special Education Standard 1.3.08 commands that a candidate “Identify ways to develop interagency and interdisciplinary collaboration, and communication and coordination of services for children with disabilities in general education settings, including the integration of related services.”

It is clearly indicated that indicator 2.2.2 is met. For example, PTK Standard 2.2.01 commands that a candidate “Stimulates student interest by connecting prior knowledge and students' personal experience to larger concepts.” Special Education Standard 3.2.01 commands that a candidate “Apply instructional design principles to evaluate, adopt, or modify instructional sequences and curriculum programs.”

It is clearly indicated that indicator 2.2.3 is met. For example, PTK Standard 2.4.02 commands that a candidate “Arranges schedule to maximize engagement of all students (e.g., teacher-directed, independent work, group work).” Special Education Standard 3.4.02 commands that a candidate “Describe how to teach self-advocacy, independence, and work-related skills.”

It is clearly indicated that indicator 2.2.4 is met. For example, PTK Standard 4.03.06 commands that a candidate “The special education teacher serves as a resource in the area of behavior management for students with exceptionalities.” Special Education Standard 2.4.01 commands that a candidate “Articulate effective strategies for promoting positive behavior and building constructive school strategies to ensure consistency across settings (e.g., how to design and manage daily routines at home and at school).”

#### **Page 121 (4.1 Knowledge)**

In addition to the sources of evidence listed for Standard 4.1, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 4.1.1 is met. For example, PTK Standard 4.2.03 commands that a candidate “Can apply general testing concepts (e.g., reliability, validity and standard error of measurement).” Special Education Standard 3.1.05 commands that a candidate “Demonstrate how to select, construct, conduct, and modify nondiscriminatory, developmentally and chronologically age appropriate informal assessments, including teacher-made tests, curriculum-based assessments, basic skills and content area assessments, and alternatives to norm-referenced testing.”

It is clearly indicated that indicator 4.1.2 is met. For example, PTK Standard 4.2.05 commands that a candidate “Understands and uses common assessment terminology to interpret test results (e.g., 4.2.05 the differences between percentage and percentile; aggregated and disaggregated data; norm referenced score and criterion-referenced score; achievement and aptitude tests) to teaching and diagnosing student performance.” Special Education Standard 3.1.04 commands that a candidate “Demonstrate how to interpret findings from standardized and specialized assessments and formal and informal assessments, including observations, error analysis, self-evaluation questionnaires and interviews, and portfolio assessments.”

It is clearly indicated that indicator 4.1.3 is met. For example, PTK Standard 4.2.01 commands that a candidate “Understands the purpose and use of educational tests (e.g., norm referenced, criterion referenced, performance assessments, and portfolios).” Special Education Standard 3.1.06 commands that a candidate “Demonstrate how to use assessment results to develop measurable educational goals and objectives; how to conduct ongoing assessments; and how to use the results from ongoing

assessments in relation to monitoring progress toward the accomplishment of IEP goals; and how to use ongoing progress-monitoring assessments for accountability purposes.”

It is clearly indicated that indicator 4.1.4 is met. For example, PTK Standard 3.3.08 commands that a candidate “Provides feedback that is meaningful (e.g., specific, accurate, and important).” Special Education Standard 3.3.02 commands that a candidate “Articulate the importance of, and strategies for maintaining access to, the general education curriculum.”

It is clearly indicated that indicator 4.1.5 is met. For example, PTK Standard 4.1.04 commands that a candidate “Uses information from assessments to evaluate student progress and inform instructional planning.” Special Education Standard 3.1.01 commands that a candidate “Articulate the ways in which students with disabilities can participate in state and district assessments, including participation in the regular assessment, in regular assessment with standard accommodations, in regular assessment with modifications, and participation in the state’s alternate assessment process.”

It is clearly indicated that indicator 4.1.6 is met. For example, PTK Standard 2.2.29 commands that a candidate “The teacher uses relevant instructional technology to deliver instruction that promotes generative learning. Technology based instruction is provided with an emphasis on compliance with all state-based education and ethics policies along with all legal requirements.” Special Education Standard 3.3.10 commands that a candidate “Evaluate supports including use of technology to assist with planning instruction, managing the teaching and learning environment, and meeting the needs of individual students.”

It is clearly indicated that indicator 4.1.7 is met. For example, PTK Standard 4.2.01 commands that a candidate “Understands the purpose and use of educational tests (e.g., norm referenced, criterion referenced, performance assessments, and portfolios).” Special Education Standard 2.2.04 commands that a candidate “Identify cultural biases and their influence on the referral, identification, placement, and learning of individuals with disabilities.”

#### **Page 122 (4.2 Performance)**

In addition to the sources of evidence listed for Standard 4.2, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 4.2.1 is met. For example, PTK Standard 4.1.01 commands that a

candidate “Aligns assessments to taught objectives and lesson content.” Special Education Standard 3.1.06 commands that a candidate “Demonstrate how to use assessment results to develop measurable educational goals and objectives; how to conduct ongoing assessments; and how to use the results from ongoing assessments in relation to monitoring progress toward the accomplishment of IEP goals; and how to use ongoing progress-monitoring assessments for accountability purposes.”

It is clearly indicated that indicator 4.2.2 is met. For example, Special Education Standard 1.1.05 commands that a candidate “Refer to current federal laws that govern the provision of special education to children ages 0 through 21 years, such as Individuals with Disabilities Education Act (IDEA), Section 504, Family Educational Rights and Privacy Act (FERPA), and Americans with Disabilities Act (ADA) to

demonstrate knowledge of eligibility, placement, Individualized Education Programs (IEPs), Free Appropriate Public Education (FAPE), evaluation, discipline and due process, and other procedural safeguards.”

It is clearly indicated that indicator 4.2.3 is met. For example, PTK Standard 4.1.02 commands that a candidate “Uses ongoing assessment to monitor and guide student learning aligned with curriculum goals.”

It is clearly indicated that indicator 4.2.4 is met. For example, PTK Standard 4.3.09 commands that a candidate “The special education teacher collaborates with other stakeholders regarding various assessments to develop individual, transition and behavior plans for students with exceptionalities.” Special Education Standard 3.1.06 commands that a candidate “Demonstrate how to use assessment results to develop measurable educational goals and objectives; how to conduct ongoing assessments; and how to use the results from ongoing assessments in relation to monitoring progress toward the accomplishment of IEP goals; and how to use ongoing progress-monitoring assessments for accountability purposes.”

It is clearly indicated that indicator 4.2.5 is met. For example, Special Education Standard 1.2.05 commands that a candidate “Identify the specific roles and responsibilities of special education teachers such as: collaborator with other teachers; multidisciplinary team member; service provider; liaison with parents/guardians/families, community groups, and outside agencies; and, a link for parents/guardians/families to parent-educators or to other groups and resources.” Special Education Standard 3.1.01 commands that a candidate “Articulate the ways in which students with disabilities can participate in state and district assessments, including participation in the regular assessment, in regular assessment with standard(?) accommodations, in regular assessment with modifications, and participation in the state’s alternate assessment process.”

#### **Page 123 (5.1 Knowledge)**

In addition to the sources of evidence listed for Standard 5.1, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 5.1.1 is met. For example, PTK Standard 4.1.05 commands that a candidate “The teacher is informed by student voice and uses this information to plan instruction that meets students’ academic, social, emotional, and cultural needs.” Special Education Standard 4.1.01 commands that a candidate “Demonstrate how to scaffold students’ oral language by using a variety of strategies.”

It is clearly indicated that indicators 5.1.2 and 5.1.3 are met. For example, PTK Standard 2.2.29 commands that a candidate “The teacher uses relevant instructional technology to deliver instruction that promotes generative learning. Technology based instruction is provided with an emphasis on compliance with all state-based education and ethics policies along with all legal requirements.” Special Education Standard 3.3.10 commands that a candidate “Evaluate supports including use of technology to assist with planning instruction, managing the teaching and learning environment, and meeting the needs of individual students.”

It is clearly indicated that indicator 5.1.4 is met. For example, PTK Standard 2.2.31 commands that a candidate “The teacher provides instruction using various evidence based instructional strategies to advance learning.” Special Education Standard 4.1.01 commands that a candidate “Demonstrate how to scaffold students’ oral language by using a variety of strategies.”

It is clearly indicated that indicator 5.1.5 is met. For example, PTK Standard 4.3.09 commands that a candidate “The special education teacher collaborates with other stakeholders regarding various assessments to develop individual, transition and behavior plans for students with exceptionalities.” Special Education Standard 2.4.08 commands that a candidate “Describe the critical components of and procedures for implementing positive behavioral supports.”

It is clearly indicated that indicator 5.1.6 is met. For example, PTK Standard 2.2.01 commands that a candidate “Assesses students to decide where and how to begin instruction based on students’ prior knowledge and prerequisite skills.” Special Education Standard 2.4.11 commands that a candidate “Discuss ways in which interventions can aid generalization and maintenance of appropriate behaviors.”

It is clearly indicated that indicator 5.1.7 is met. For example, PTK Standard 1.1.14 commands that a candidate “The teacher supports learner literacy development in and across content areas.” Special Education Standard 1.3.08 commands that a candidate “Identify ways to develop interagency and interdisciplinary collaboration, and communication and coordination of services for children with disabilities in general education settings, including the integration of related services.”

It is clearly indicated that indicator 5.1.8 is met. For example, PTK Standard 1.1.12 commands that a candidate “The teacher designs instruction that requires students to think critically about the content and produce original artifacts as demonstrations of their learning.” Special Education Standard 2.2.01 commands that a candidate “Demonstrate communication and problem solving skills related to the ability to interact thoughtfully and courteously with students and their parents/guardians/families and resolve conflicts in a professional manner while respecting the cultural context of the family, community, and school.”

It is clearly indicated that indicator 5.1.9 is met. For example, PTK Standard 2.2.29 commands that a candidate “The teacher uses relevant instructional technology to deliver instruction that promotes generative learning. Technology based instruction is provided with an emphasis on compliance with all state-based education and ethics policies along with all legal requirements.” Special Education Standard 3.3.07 commands that a candidate “Demonstrate knowledge of how to access local, state, and federal resources that provide instructional and assistive technology support.”

#### **Page 124 (5.2 Performance)**

In addition to the sources of evidence listed for Standard 5.2, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 5.2.1 is met. For example, PTK Standard 2.2.31 commands that a candidate “Provides instruction using various evidence based instructional strategies to advance learning.” Special Education Standard 1.3.1 commands that a candidate “Demonstrate ability to share information and strategies with general education staff, administrators, support staff and

parents/guardians/families to support participation of students with disabilities in state assessment and accountability programs as required by federal legislation.”

It is clearly indicated that indicator 5.2.2 is met. For example, PTK Standard 3.1.10 commands that a candidate “Provides explicit instruction (e.g., modeling and practice -- about listening, sharing, and integrating the ideas of others and handling disagreements constructively).” Special Education Standard 4.2.10 commands that a candidate “Identify and implement best practice strategies to assess and explicitly teach comprehension in fiction and non-fiction material.”

It is clearly indicated that indicator 5.2.3 is met. For example, PTK Standard 2.1.07 commands that a candidate “Presents sufficient, varied, systematic examples, non-examples, problems, or materials in order for students to master critical concepts.” Special Education Standard 2.2.01 commands that a candidate “Demonstrate communication and problem solving skills related to the ability to interact thoughtfully and courteously with students and their parents/guardians/families and resolve conflicts in a professional manner while respecting the cultural context of the family, community, and school.”

It is clearly indicated that indicator 5.2.4 is met. For example, PTK Standard 2.2.29 commands that a candidate “Uses relevant instructional technology to deliver instruction that promotes generative learning.” Special Education Standard 1.2.01 commands that a candidate “Demonstrate understanding of the importance of critical evaluation in the use of professional literature and how to identify and access current information regarding research-validated practice, instructional materials, programs, assistive technology and software.”

It is clearly indicated that indicator 5.2.5 is met. For example, PTK Standard 4.3.09 commands that a candidate “Collaborates with other stakeholders regarding various assessments to develop individual, transition and behavior plans for students with exceptionalities.” Special Education Standard 1.1.05 commands that a candidate “Refer to current federal laws that govern the provision of special education to children ages 0 through 21 years.”

It is clearly indicated that indicator 5.2.6 is met. For example, PTK Standard 1.1.06 commands that a candidate “Plans lessons, depending on size and content of unit, so that important ideas or skills are studied or practiced on several occasions rather than all at once.” Special Education Standard 2.3.05 commands that a candidate “Explain how to plan, facilitate, and implement transitional adjustment activities at various levels and the importance of collaborating with students and families to ensure successful transitions for individuals with disabilities.”

#### **Page 125 (6.1 Knowledge)**

In addition to the sources of evidence listed for Standard 6.1, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 6.1.1 is met. For example, PTK Standard 1.1.11 commands that a candidate “The teacher is a life-long learner and is committed to ongoing professional development. Also, the teacher knows how to turn feedback into actionable plans for growth.” Special Education Standard 1.2.01 commands that a candidate “Demonstrate understanding of the importance of critical evaluation in the use of professional literature and how to identify and access current information

regarding research-validated practice, instructional materials, programs, assistive technology and software.”

It is clearly indicated that indicator 6.1.2 is met. For example, PTK Standard 2.2.24 commands that a candidate “The teacher develops culturally relevant instruction.” Special Education Standard 2.2.01 commands that a candidate “Demonstrate communication and problem solving skills related to the ability to interact thoughtfully and courteously with students and their parents/guardians/families and resolve conflicts in a professional manner while respecting the cultural context of the family, community, and school.”

It is clearly indicated that indicator 6.1.3 is met. For example, PTK Standard 1.1.11 commands that a candidate “Is a life-long learner and is committed to ongoing professional development. Also, the teacher knows how to turn feedback into actionable plans for growth.” Special Education Standard 1.2.01 commands that a candidate “Demonstrate understanding of the importance of critical evaluation in the use of professional literature and how to identify and access current information regarding research-validated practice, instructional materials, programs, assistive technology and software.”

It is clearly indicated that indicator 6.1.4 is met. For example, PTK Standard 2.1.08 commands that a candidate “Is an advocate for student success.” Special Education Standard 1.1.02 commands that a candidate “Demonstrate an understanding of how historical movements/trends affect the connections between special education and the larger society.”

It is clearly indicated that indicator 6.1.5 is met. For example, PTK Standard 4.3.10 commands that a candidate “understands the federal and state laws related to records of students with disabilities and maintains them in a safe place.” Special Education Standard 1.2.06 commands that a candidate “Recognize the importance and boundaries of the Family Educational Rights and Privacy Act (FERPA) governing student records and privacy, including the ethical issues related to the communication of confidential student information.”

#### **Page 125 (6.2 Performance)**

In addition to the sources of evidence listed for Standard 6.2, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 6.2.1 is met. For example, Special Education Standard 1.2.06 commands that a candidate “Recognize the importance and boundaries of the Family Educational Rights and Privacy Act (FERPA) governing student records and privacy, including the ethical issues related to the communication of confidential student information.”

It is clearly indicated that indicator 6.2.2 is met. For example, Special Education Standard 1.3.05 commands that a candidate “Describe the roles and responsibilities of the paraeducator related to instruction, intervention, supervision, and direct service and how these may change over time.”

It is clearly indicated that indicator 6.2.3 is met. For example, PTK Standard 1.1.11 commands that a candidate “The teacher is a life-long learner and is committed to ongoing professional development.

Also, the teacher knows how to turn feedback into actionable plans for growth.” Special Education Standard 1.1.05 commands that a candidate “Refer to current federal laws that govern the provision of special education to children ages 0 through 21 years.”

It is clearly indicated that indicator 6.2.4 is met. For example, PTK Standard 2.2.24 commands that a candidate “The teacher develops culturally relevant instruction.” Special Education Standard 1.1.01 commands that a candidate “Address the implications of the disability labeling process, such as prevalence rates and issues of disproportionality; the effect of the level of severity and presence of multiple disabilities; and the influence of disabilities throughout an individual's life span.”

**Page 126 (7.1 Knowledge)**

In addition to the sources of evidence listed for Standard 7.1, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 7.1.1 is met. For example, PTK Standard 2.1.07 commands that a candidate “is committed to collaboration and communicates effectively with all stakeholders through various conduits, platforms, and in appropriate contexts.” Special Education Standard 1.2.05 commands that a candidate “Identify the specific roles and responsibilities of special education teachers such as: collaborator with other teachers; multidisciplinary team member; service provider; liaison with parents/guardians/families, community groups, and outside agencies; and, a link for parents/guardians/families to parent-educators or to other groups and resources.”

It is clearly indicated that indicators 7.1.2 – 7.1.4 are met. For example, Special Education Standard 1.3.06 commands that a candidate “Identify factors that promote effective communication and collaboration between special educators and general educators and other school and community personnel to provide students with disabilities access to the general education curriculum in the least restrictive environment appropriate and to promote their participation in all school wide activities.” Special Education Standard 1.3.08 commands that a candidate “Identify ways to develop interagency and interdisciplinary collaboration, and communication and coordination of services for children with disabilities in general education settings, including the integration of related services.”

It is clearly indicated that indicator 7.1.5 is met. For example, Special Education Standard 1.3.01 commands that a candidate “Demonstrate ability to share information and strategies with general education staff, administrators, support staff and parents/guardians/families to support participation of students with disabilities in state assessment and accountability programs as required by federal legislation.” Special Education Standard 2.2.01 commands that a candidate “Demonstrate communication and problem solving skills related to the ability to interact thoughtfully and courteously with students and their parents/guardians/families and resolve conflicts in a professional manner while respecting the cultural context of the family, community, and school.”

It is clearly indicated that indicator 7.1.6 is met. For example, Special Education Standard 1.2.05 commands that a candidate “Identify the specific roles and responsibilities of special education teachers such as: collaborator with other teachers; multidisciplinary team member; service provider; liaison with



parents/guardians/families, community groups, and outside agencies; and, a link for parents/guardians/families to parent-educators or to other groups and resources.”

**Page 127 (7.2 Performance)**

In addition to the sources of evidence listed for Standard 7.2, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicators 7.2.1 – 7.2.3 are met. For example, Special Education Standard

1.3.06 commands that a candidate “Identify factors that promote effective communication and collaboration between special educators and general educators and other school and community personnel to provide students with disabilities access to the general education curriculum in the least restrictive environment appropriate and to promote their participation in all school wide activities.” Special Education Standard 1.3.08 commands that a candidate “Identify ways to develop interagency and interdisciplinary collaboration, and communication and coordination of services for children with disabilities in general education settings, including the integration of related services.”

**Idaho Standards for Elementary Teachers Page 142 (1.2 Performance)**

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In addition to the sources of evidence listed for Standard 1.2, ABCTE also provided the PTK Standards, General Elementary Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 1.2.1 is met. For example, PTK Standard 1.1.01 commands that a candidate “Writes measurable objectives for both individual or classroom performance based on data and subject matter.” Elementary Education Standard 4.3.01 commands that a candidate “Paraphrase information shared orally by others.”

It is clearly indicated that indicator 1.2.2 is met. For example, PTK Standard 1.1.03 commands that a candidate “Organizes content across lessons around central concepts, propositions, theories, or models.” PTK Standard 2.1.04 commands that a candidate “States what will be taught in the lesson in the form of verbal associations, concepts, principles, or cognitive strategies.”

It is clearly indicated that indicator 1.2.3 is met. For example, PTK Standard 2.2.15 commands that a candidate “Provides opportunities for students to actively participate through questions, share taskrelated observations or experiences, compare opinions to deepen their appreciation of what they have learned and how it relates to their lives outside school.” Elementary Education Standard 4.2.04 commands that a candidate “Reason precisely with the data, including seeking out assumptions and questioning them even if assumptions are hidden.”

It is clearly indicated that indicator 1.2.4 is met. For example, PTK Standard 2.1.01 commands that a candidate “Stimulates student interest by connecting prior knowledge and students' personal experience to larger concepts.” PTK Standard 2.2.30 commands that a candidate “understands how

interdisciplinary themes connect to the core subjects and knows how to develop those themes into meaningful learning experiences.”

It is clearly indicated that indicator 1.2.5 is met. For example, PTK Standard 1.20 commands that a candidate “promotes awareness of different career disciplines and how they connect in the real world.” PTK Standard 3.2.03 commands that a candidate “Provides positive feedback that is specific, descriptive, accurate, and meaningful.”

It is clearly indicated that indicator 1.2.6 is met. For example, PTK Standard 2.2.27 commands that a candidate “provides instruction and experiences that build bridges of meaningfulness between home and school experiences as well as between academic abstractions and reality.

**Page 143 (2.2 Performance)**

In addition to the sources of evidence listed for Standard 2.2, ABCTE also provided the PTK Standards, General Elementary Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 2.2 is met. For example, PTK Standard 2.2.12 commands that a candidate “Provides frequent and varied opportunities for students to practice new skills, apply new knowledge, or both.” Elementary Education Standard 4.1.03 commands that a candidate “Plan and conduct a scientific investigation to test a hypothesis.” Elementary Education Standard 4.5.01 commands that a candidate “Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.

**Page 145 (3.2 Performance)**

In addition to the sources of evidence listed for Standard 3.2, ABCTE also provided the PTK Standards, General Elementary Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 3.2 is met. For example, PTK Standard 2.1.06 commands that a candidate “The teacher understands the school as an entity within a cultural, social, and political contexts and can work with stakeholders throughout the entity to achieve goals.” PTK Standard 4.3.03 commands that a candidate “Seeks expertise and help from other professionals when individual students require special provisions.”

**Page 146 (5.2 Performance)**

In addition to the sources of evidence listed for Standard 5.2, ABCTE also provided the PTK Standards, General Elementary Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 5.2.1 is met. For example, PTK Standard 3.2.01 commands that a candidate “Establishes clear standards of conduct that students are required to meet.” PTK Standard 3.2.03 commands that a candidate “Provides positive feedback that is specific, descriptive, accurate, and meaningful.”

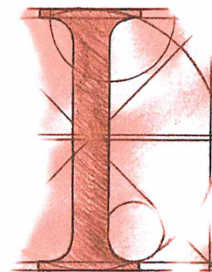
It is clearly indicated that indicator 5.2.2 is met. For example, PTK Standard 3.2.07 commands that a candidate “Once the educational reason for the misbehavior is known, designs plan to help meet students' needs in positive ways.” PTK Standard 3.2.08 commands that a candidate “Chooses corrective

techniques for chronic misbehavior and implements them calmly, consistently, immediately, and respectfully.”

## Conclusion

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ABCTE spent 3 years of time and thousands of dollars in resources preparing for a Program Review that was stacked against the concept of alternative programs from the very beginning. From the time that ABCTE learned of the Program Review, the organization advocated for a more equitable review process and was repeatedly told by SDE that the Program Review was designed to allow the alternative ABCTE program to succeed and shine. SDE indicates that the Program Review ensures qualified teachers are in Idaho’s classrooms, but Idaho’s school administrators (see attached) know that removing ABCTE from the state removes qualified teachers from the teacher pipeline, ensuring that only those with the time and money for a second degree can teach in Idaho.



IDAHO ARTS  
CHARTER SCHOOL

May 10th, 2019

To Whom It May Concern:

Our school wouldn't be the same with the ABCTE program. We are a performing arts school and in Idaho *all teachers have to be fully certified*. This presents a problem when you have an amazing artist, but they don't have a "teaching" degree. Most artists have studied for years and years with teachers in their field and are natural teachers, but to ask them to return to college for a couple of years to get a degree would be extremely costly. The ABCTE program is a blessing for them.

A few of my other ABCTE teachers just made an incorrect decision in college by "majoring" in something they loved, but didn't get the teaching degree. So again, the ABCTE certification is perfect.

During the interview process we are able to determine what skills they have and what areas they'll need help with. I have an "instructional coach" and mentor teachers who are able to help them be successful.

Thank you for heading up a extremely helpful program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jackie Collins', is written over a circular stamp or seal.

Jackie Collins  
Executive Director  
Idaho Arts Charter School  
208-989-1513

KyLee Morris, Superintendent/Principal Sherry Crawford, Board Clerk Kyla Dickerson, Business Manager Dr. Thel Pearson, Federal Programs

April 25, 2019

## MIDVALE SCHOOL DISTRICT #433

P O Box 130 / 56 School Road / Midvale ID 83645 (208) 355-2234 / FAX (208) 355-2347  
www.midvaleschools.org

American Board Certification for Teacher Excellence Attention: Steve Zimmerman  
Director of Curriculum  
1123 Zonolite Road, Suite 29

Atlanta, GA 30306 202-263-8330

Mr. Zimmerman,

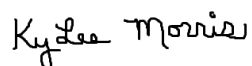
I am the principal of a very rural school in Idaho. I am a former ABCTE candidate myself and as an administrator utilize the program frequently to provide our district with certificated staff. I appreciate that ABCTE offers an option for those that have great teaching ability, but chose a different college career path.

We currently have two ABCTE certified teachers on staff. One is in her third year, the other in her second. Both of these ladies are born teachers. They are excellent with student relationships, are able to differentiate and provide wonderful detailed instruction. They are also leaders with their peers and can provide a worldly perspective having worked in other industries before deciding that education was where they belonged. I am grateful to have both of these ladies setting an example for and working with our students.

I value the ability ABCTE gives small rural communities (like ours) to grow your own teachers. Housing and jobs are hard to come by here, resulting in stagnant mobility and lack of applicants for open positions. ABCTE allows us the option to search within our own community to find individuals that are dedicated to students, have roots in the area and are willing to take the next step to becoming a teacher in Idaho.

Sincerely,

KyLee Morris Principal/Superintendent Midvale School District





## Hibbard Elementary School

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Willy Berry, Principal  
Kelli Frost, Secretary  
2413 North 3000 West  
Rexburg, ID 83440  
Phone (208) 359-3333 • Fax (208) 359-3269

William C. Berry IV  
265 East 1<sup>st</sup> North  
Rexburg, ID 83440  
April 25, 2019

To Whom It May Concern:

I am writing this letter to highlight the performance and disposition of the ABCTE teachers we have currently working in our school.

I currently have 3 teachers in my elementary school who are going through the ABCTE program. I have 2 special education teachers and 1 1<sup>st</sup> grade teacher going through it. All 3 teachers have been very good and have displayed professionalism in their jobs. They are actually 3 of our top teachers and have over the years, become leaders amongst the faculty. Each teacher has displayed knowledge of the curriculum and classroom management as well as what their respective jobs entail.

As the principal, I have had to hire 1-2 new teachers each year. Of the 3 ABCTE teachers I currently have, I hired 2 of them. In each case I chose them over candidates with a traditional degree. They each expressed love for children and a desire to learn themselves. Each teacher has shown a willingness to take on any assignment and do what it takes to get their teaching degrees. I would never hesitate to hire an ABCTE candidate in the future if I felt they would be the best fit for our school.

Sincerely,

William Berry  
Principal  
Hibbard Elementary School  
Rexburg, ID 83440  
208-359-3333 (work)  
208-313-7196 (cell)



## Burley High School

#1 Bobcat Boulevard • Burley, Idaho 83318-2196  
208-878-6606  
Fax: 208-878-6647  
April 26, 2019

Office of the Principals

RE: ABCTE PROGRAM FEEDBACK

To whom it may concern:

I am currently the Principal of Burley High School in Burley, Idaho. This is my 5<sup>th</sup> year as Head Principal, before that I worked in the same building for 5 years as Vice Principal. We have definitely seen an increase of ABCTE candidates we have hired. I think all of ours have been to gain initial licensure. We currently have approximately 8 teachers who are going through the ABCTE program. One of those has finished the three interim period and now has a standard 5 year certificate.

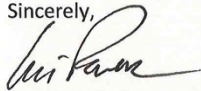
Overall my experience with our ABCTE teachers has been positive. The number one key to success other than just finding a great person that is great with teenagers and gets along well with staff members is to find them a very good teacher mentor in the building. I think in the past 5 years we have only had one teacher on the ABCTE Route leave our building. We have hired some excellent teachers through this route.

We try to meet monthly or almost monthly with our ABCTE teachers to train them and just answer any questions they have about teaching and the day to day busyness that comes with the job. Again, a very important aspect of an ABCTE Candidate being successful is regular collaboration with a great mentor teacher. We put all of our new teachers through the Fred Jones Tools for Teaching program so that really helps them with classroom management.

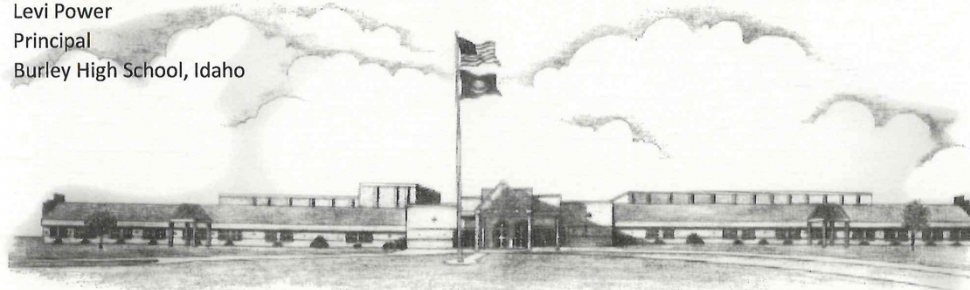
ABCTE has helped us out of some difficult situations where we did not have a teacher. As a Principal I try to visit more often with my ABCTE teachers just so they don't get overwhelmed with everything. I have had some struggles with one of them that just didn't take it serious enough and wasn't necessarily open to a lot of help from a mentor.

If you have any further questions for me about this please feel free to reach out to me.

Sincerely,



Levi Power  
Principal  
Burley High School, Idaho



ABCTE Teacher assessment

To Whom It May Concern:

I have had the privilege of hiring two teachers who are currently on my staff. Both do a great job of working with staff and students in our building. One has been teaching math (Secondary Math—Algebra 1) for us for the last 5 years. She has been outstanding in her position and builds relationships with teachers that help them be successful.

We also have a 6<sup>th</sup> grade teacher who was a para educator. She passed her ABCTE exam and is completing her 3<sup>rd</sup> year with our building. She has struggled with classroom management, but with time has improved this. Her lesson plans are outstanding.

Shane Burrup  
Fruitland Middle School  
Principal

PO Box A  
Fruitland, Idaho  
83619  
sburrup@fruitlandschools.org



I am the Elementary principal at Homedale Elementary school. I have hired three ABCTE teachers in the past five years. I was impressed by their prior knowledge, and the knowledge they had attained while attending the ABCTE courses.

I found these teachers to be very mature in their thinking, in their planning and preparation, and in the way they presented them self to colleagues and parent. These teachers have a great working knowledge of education plus bring prior experiences to the table that many other teachers Who get their teaching certificates the traditional way do not.

My ABCTE teachers are great collaborators that are always willing to help a colleague, share information and knowledge with others, and take on leadership roles leaders in my school. They hold positions on several different committees and plan several educational family nights and events for our school. I have found they have strong work ethics and that skill transfers to the students.

To say I am beyond pleased with these teachers is an understatement. They are simply amazing.

If you have any further questions, please feel free to contact me.

Thank you,  
Terri

Terri Vasquez, Principal  
Homedale Elementary School  
420 W. Washington Ave  
Homedale, ID. 83628

April 26, 2019

Mr. Zimmerman,

Thank you for the opportunity to talk about my successes with the ABCTE program. I feel fortunate that as a principal of two rural schools (Declo Junior High and Albion Elementary) that I have this program to rely on. Albion elementary school is a small school of 56 K-5 students. Each teacher teaches two grade levels and it is often difficult to find a teacher who is interested in teaching multiple grade levels. I have now hired my third ABCTE teacher to work at Albion. Each of the three have been absolutely great caring teachers who had degrees but were looking for a job after their kids were all in school. The program enables these teachers to be moms, dads, teachers, and students themselves without having to go back to school full time and sacrifice so much. I believe we have many great people in our communities that have supported our schools as volunteers, PTO members, Paraprofessionals, some even coaches that now have the time to get that job. They are believers in our schools and want to give back to the system that has helped them raise and educate their own students. As an administrator the little extra work I get to do in helping these teacher grow is definitely worth it. I have had no performance concerns from these teachers to this point. The communities they work in have already embraced them as people in their community and this is just another way we can continue to close some of the gaps that unfortunately exist between stakeholders and their schools.

Sincerely  
Scott Muir  
Principal  
Declo Junior High  
Albion Elementary



## Hillcrest Elementary School

Home of the "Little Beavers"

1045 Bennett

American Falls, ID 83211

Telephone: 226-2391 FAX: 226-2677

Principal: Tina Fehringer

Secretary: Nancy Evans

Attendance Secretary: Marie Sorensen

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Steve Zimmerman  
Director of Curriculum | American Board  
1123 Zonolite Road, Suite 29  
Atlanta, GA 30306

4/26/19

To Whom It May Concern,

I am a principal in American Falls Idaho. In the past 3 years I have had a teacher in my building who completed the American Board for Certification of Teacher Excellence (ABCTE) program in order to teach at an elementary level. At the time of this teacher's hiring our school was desperate as our state has had a severe teacher shortage in our area. This teacher was hired as an emergency hire when no other acceptable certificated teachers were available.

The above mentioned teacher hired has been competent, resourceful and astute in her teaching appointment. She came in with the skills and knowledge to start in the position much like any first-year teacher. She had things to learn and experience was needed. In professional conversations, this teacher has referenced her courses and studies in the ABCTE program as being useful and supportive of her teaching endeavor. Since her hiring, she has swiftly become one of our more successful reading and overall teachers. A teacher who understands what it takes to move students along the learning continuum in a caring and compassionate manner.

In her third year of teaching, here are my evaluation comments on this teacher with name redacted:

*Ms. Franco is an overall proficient teacher whose skills in various components are beginning to tap in and out of the distinguished descriptors at times. She has created a classroom environment of respectful students who have internalized the understanding that they are at school to learn what Ms. Franco has planned for them. Her students are typically engaged in learning and Ms. Franco is effectively responsive if student engagement wanders. She is also implementing more movement and active engagement in her teaching. The students enjoy this and it helps them to settle and stay focused in times that are more sedentary. It is suggested that Ms. Franco continue to find ways to regularly and enthusiastically praise her students and to continually monitor her own speaking volume. Both items have improved but are still attributes Ms. Franco should continue to be aware of and work on. Currently, Ms. Franco's strength is in the Classroom Environment. Her student management, classroom procedures and culture for learning all demonstrate both proficient and distinguished descriptors. Ms. Franco has created an environment of respect and rapport with her students. Interactions between students and between students and herself are friendly and respectful. Her students are highly civil in the manner they work and communicate with one another. Her classroom*

*runs smoothly and it is apparent that her students are well managed and have been effectively taught important classroom procedures. Under Ms. Franco's guidance, this group of students are extremely diligent in working and learning to their full capacity. Overall, Ms. Franco provides an enriching learning environment in her classroom. She communicates learning expectations in an easy to understand way then provides her students with engaging learning experiences. Ms. Franco is flexible and responsive with her class, adjusting lessons as needed, and in her responses to students. Although her expectations are high, Ms. Franco's students know she believes in their capabilities and will do what it takes to get them at or beyond expectations. In Ms. Franco's classroom, students receive a solid 1st grade experience. Ms. Franco continues to learn and implement new and progressively more effective strategies into her teaching. She is willing to grow and learn as a teacher through professional development and in her team's professional learning community. Her willingness to grow and expand her teaching knowledge and pedagogical skills will continue to strengthen her effectiveness in the complex nature of teaching and ever changing refinement of how to provide good teaching. Ms. Franco embraces the nature of continued learning to sharpen her teaching craft. Thank you Ms. Franco for your dedication and hard work at Hillcrest. It is appreciated!*

In my opinion, the ABCTE program provided the foundational teaching skills for this teacher to start her career on a positive path. We were lucky to find her as an emergency hire and glad to have her now as a respected permanent staff member. A teacher we hope is with us for years to come. ABCTE provided the vehicle for this teacher and our school to partner and she now provides an enriching learning experience for the students she serves. This ABCTE teacher is a successful one.

Thank you ABCTE! Your services helped us find a competent teacher in a time of great need. It is appreciated!

Sincerely,

Tina Fehringer  
Principal - Hillcrest Elementary



## Gate City Elementary School

Deanne Dye, Principal  
2288 Hiskey  
Pocatello, ID 83201  
208-237-2505  
Fax: 208-237-2239

Dear Steve:

I'm so happy to write this letter to you about my experiences with ABCTE teachers.

I have been a principal for over 25 years and during that time, I've had the privilege to interview, hire, and work with over a dozen ABCTE teachers. In this group of a dozen or so educators, I only had one that truly wasn't cut out to be a teacher. The other dozen plus have been a great hire and some have been truly amazing!

I've also had a couple of staff members that have wanted to change or add endorsements to their licensure and have used the ABCTE certification route. They've been so grateful that they have an alternate route to gain that endorsement rather than returning to a traditional university setting, which is never conducive to their work schedule at school.

I've been really pleased at the alternate certification route that has been possible for those I've hired! I've found them to be dedicated and truly great educators! They have taken the interim certificate issued by the state and worked diligently to complete the deficiencies needed in order to get their full teaching certificate.

I'm very happy with the candidates that I've hired that have gone the ABCTE route to their certification. They bring some depth and outside experiences that have only helped to enhance our school and work with our learners. And a fresh perspective in education is always welcome in my school!

Respectfully,

A handwritten signature in blue ink, appearing to read "Deanne Dye", with a long horizontal flourish extending to the right.

Deanne Dye, M.ED.

Jess McMurray  
Principal  
Soda Springs High School  
Soda Springs, ID 83276

To Whom It May Concern:

I have two ABCTE teachers currently under my supervision and your timing in asking for this is actually quite interesting. The reason I say this is that one of them has just taken a job in another district, due to family issues here, and we are replacing them with yet another ABCTE teacher.

To be honest with you, when I first heard of the ABCTE certification option I was a little indignant as I know other teachers were. After all, we all had to get our certification the "right" way. Now, I can assure you that my attitude has definitely changed. The teacher that is leaving us has turned into a very good teacher and I am sad to see them go. He/she has not only done an excellent job, he/she possesses the most important quality a teacher can possess and that is the drive to get better every day.

Again, if I was honest, there are teachers that were certified the "right" way that aren't worth fifty cents. Thus, I have come to realize that "how" you get certified, is less important than how much you want to improve your craft and get better every day. As a result of this, when we set out to hire a replacement teacher, we chose the ABCTE certified teacher above all others. Not only was she a quality person, she had a drive to improve and get better. She wanted to listen and learn from others. She may not start next year at the top, however, I have no doubt that she will soon be one of the best teachers I have.



Christian Housel  
Idaho Fine Arts Academy  
3467 W. Flint Dr.  
Eagle, ID 83616

April 25, 2019

Steve Zimmerman  
Director of Curriculum American Board  
1123 Zonolite Road, Suite 29  
Atlanta, GA 30306

Dear Steve,

In response to your email regarding the ABCTE program in Idaho, I would like to send along a short letter detailing my experience with several ABCTE-trained teachers in our building/school district. Over the past four years, I've hired, re-hired, trained, supervised, and mentored four teachers who received either initial licensure or added additional endorsements to their teaching licenses. As a unique and brand new performing arts secondary school in the West Ada School District, it was difficult to attract and retain qualified educators for hard to fill positions in the arts and academics. I've been fortunate to retain all these teachers presently, and without the ABCTE program, I would have struggled to fill these positions with quality candidates. In fact, we are thriving, and in large part it is due to some of these ABCTE-trained teachers. I was able to hire content experts, with great teacher dispositions, who needed a teacher preparation program. In retrospect, I realize I invested extra time and energy working with and mentoring these educators, but it has been worth it, and our students have benefited greatly.

When alternative authorization programs first became a reality in Idaho, I was opposed to them as a school administrator. I've learned through practical experience, in our present reality, the ABCTE program is *essential* for large school districts like ours and for rural districts in a state like Idaho. The ABCTE program has proven to me quality candidates are available and are able to learn the necessary skills to become effective educators if provided with effective mentors, support, and training. Please let me know if you have any additional questions or need further comment.

Kind regards,

*Christian Housel*

Christian Housel, Principal

3467 W. Flint Dr. Eagle, ID 83616 Phone: 208-350-4420 Fax: 208-350-4429 [www.westada.org](http://www.westada.org)

Dear Mr. Zimmerman,

As an elementary principal for sixteen years, I have had the opportunity to hire and work with teachers who have gained their initial licensure via the ABCTE program. Initially skeptical about ABCTE, I have become a believer in this non-traditional means of gaining certification. Each one of our ABCTE teachers possesses a unique background in a related field along with a dogged determination to become a teacher. All of our ABCTE teachers remain employed in our district and are valuable assets.

Currently one of our special education teachers is going through the ABCTE program. He brings with him numerous years of experience as a community based behavior interventionist. His skills have been invaluable to our school and we have been providing support and on the job training (as we do with every new teacher) with the specificities of his other day to day tasks. This teacher is a positive addition to our school community and serves some of our most challenging students with confidence and professionalism. He has brought new ideas to help our students succeed. Without the option of the ABCTE program we would have had a very difficult time hiring the right person for this hard to fill position.

Over the years I have learned that the disposition one possesses, including grit and a solid work ethic, far outweigh a traditional diploma. I appreciate that the ABCTE program allows us the flexibility to hire the people our students deserve.

Respectfully Submitted,

*Kathy J. Baker*

**Principal**

**Greensferry Elementary School**

P.O. Box 40

1520 N. Bunting Ln.

Post Falls, ID 83877

Phone-(208) 773-0999

Fax- (208) 773-8547



## Edgemont Gardens Elementary

*Dave Webster - Principal*

*Glenda Barlow—Secretary*

Phone: 208.525.7618

Fax: 208.525.7622

1240 Azalea Drive, Idaho Falls Idaho 83404



April 25, 2019

To whom it may concern,

I am writing at the request of Mr. Steve Zimmerman regarding my experience with teachers that have participated in the American Board for Certification of Teacher Excellence (ABCTE) certification process.

During my 6 years of experience as a principal I have had a few teachers that have participated in the program. I have had the opportunity to interview many candidates looking for teaching positions that are participating in ABCTE. I have felt that these candidates have a strong passion for the subject that they are interested in teaching. The program seems to lure people that have a desire to give back to society through education. These are generalizations I know but nonetheless seem to be common traits that I have recognized.

I currently have a teacher that is in her first year of teaching in the program. This teacher has proven to be an exceptional classroom teacher. She has shown herself to be equally competent to other teachers that have completed university programs. She possesses what I believe to be one of the most vital characteristics of a great teacher which is the ability to be not only be a teacher but a student in the learning process. She has been willing to seek out and learn new strategies that will improve her practice.

The ABCTE program has opened the door for many schools and communities in helping to address the teacher shortages that we are now facing in Idaho. This program allows those with expertise and the willingness to teach have access to the classroom that they would not have without the alternative route to certification. It is true some of the candidates begin without experience in classroom management and student relations but having the program designed in a way that the candidates have to teach for 2 years before certification is awarded gives them the necessary experience.

I am grateful for the program providing opportunities for some to become teachers that may have not considered while they were first in college.

Sincerely,

A handwritten signature in black ink that reads 'Dave Webster'.

Principal  
Edgemont Elementary



## Hollister Elementary School

*Knowledge is Power;*

*Empower our Students!*

2463 Contact Ave  
Hollister, Idaho 83301  
Phone: (208) 655-4215  
Fax: (208) 655-4214

Jenni Jacobson, Principal  
[jennifer.jacobson@filer.k12.id.us](mailto:jennifer.jacobson@filer.k12.id.us)

Rhoeta Murray, Administrative Assistant  
[rhoeta.murray@filer.k12.id.us](mailto:rhoeta.murray@filer.k12.id.us)

April 25, 2019

Steve Zimmerman  
Director of Curriculum, American Board  
1123 Zonolite Road, Suite 29  
Atlanta, GA 30306

Dear Mr. Zimmerman,

This letter is in regards to your request at highlighting the performance and disposition of our current ABCTE teacher.

This teacher's performance has been exceptional. She was given a combined classroom this year with many of the students reading well below grade level. As of April, our Istation Reading Summary shows one grade level having 100% of students reading at grade level and the other having 78% of students reading at grade level. She has worked well with these classes, utilizing outside resources and paraprofessionals to accommodate differentiated instructional grouping. These students have shown substantial growth in all subject areas. Classroom management skills of this teacher have grown throughout the year, due to the help of mentors within our school district.

The disposition of this teacher is also outstanding. She works with the other classroom teachers, creating a strong educational team within our district. She is instrumental in our afterschool program, helping students with their homework after school every day. This teacher interacts well with students, creating an environment of respect and a culture for learning. This is exhibited through her high testing scores and students' classroom behavior.

Thank you for the opportunity to share this feedback with you. Please feel free to contact me should you need further information.

Sincerely,



Jenni Jacobson

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6075 N. Locust Grove Rd, Meridian, ID 83646



Phone (208) 855-4325 Fax (208) 855-4324

To: Steve Zimmerman

Re: ABCTE Teachers

To Whom It May Concern:

Please accept this letter of support for ABCTE teachers. Four years ago, I accepted the principalship at an alternative high school. Within one year, we were told that the alternative high schools in our district would be transitioning to a competency-based environment. Upon sharing this news with teachers, many teachers chose to leave our school in pursuit of a more traditional school experience. It became a struggle to find adequate teachers and I soon realized that the traditional certification would be a barrier as many traditional teachers struggled with the concept of 'transforming' the education system. One interesting thing did happen, many of the individuals who saw our school's newest initiative as exciting, were not traditionally certified. In response, with all of those individuals possessing degrees and industry experience, we were able to partner with ABCTE and get them certified in a matter of two-three years.

I will be forever grateful for having ABCTE at our disposal and as a means to transition passionate individuals to the teaching profession.

Respectfully,

Donell T. McNeal

Donell T. McNeal  
Principal, Central Academy High School  
Mcneal.donell@westada.org  
208-855-4316

*"Educating students in a caring environment"*



## Oakley High School

Home of the Hornets

Cassia Joint School District 151  
DAVID WAGNER, Principal

455 West Main Street  
Oakley, ID 83346  
Phone (208) 862-3328  
Fax (208) 862-3330

Steve Zimmerman  
Director of Curriculum | American Board  
1123 Zonolite Road, Suite 29  
Atlanta, GA 30306  
202.2638330

April 26, 2019

Dear Mr. Zimmerman,

Oakley is a small rural school in southern Idaho. It has been extremely difficult to recruit certified teachers, so we are grateful for the ABCTE program. Our ABCTE teachers have generally been highly successful in a classroom setting. For example, we have a history teacher who formerly taught high school and college students in another country. He was already an experienced teacher when he returned to the area, but he was not licensed in Idaho and had not completed a traditional teachers' educational program. Fortunately, he was able to complete the ABCTE program and obtain a standard teaching license. He has been a leader at our school and in our district.

Similarly, our advanced mathematics teacher went through ABCTE and has become a highly accomplished teacher. Through her skills, we were able to expand our dual credit instruction to include College Algebra and Trigonometry. She has also began to teach Calculus this year. In addition to her excellent instruction, she has written and received grants – recently she won first place in Idaho with Samsung Solve for Tomorrow, which included \$20,000 for the school and a trip to New York for national competition.

Most of our ABCTE teachers have been successful, although we had an ABCTE science teacher who we hired who was not successful. He had instructional difficulties and was unable to pass his PRAXIS. However, his situation was atypical for the school. Overall, ABCTE has been successful for teachers in Oakley.

Sincerely,

A handwritten signature in black ink that reads 'David Wagner'.

David Wagner

April 26, 2019

To: Idaho State Department of Education  
Re: ABCTE Teachers

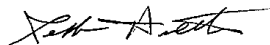
I write this letter with two teachers on staff who were certified through the ABCTE process and one who picked up an endorsement through the program. Both teachers that completed the program are proficient educators that have acclimated to a traditional school environment. They access their colleagues and district resources as needed for professional growth and both had positive experiences getting certified through the program. Their core knowledge of the subject areas is on par with their peers. For pedagogy, skills have developed over time in the classroom. One teacher had the benefit of serving as an AVID tutor, and summer/night school teacher, before being placed in a traditional classroom with IEP and 504 accommodations and requirements. These experiences benefitted him much like a traditional student teaching placement does. The ABCTE program allowed a field scientist to bring his experience to the classroom, which is a valuable path for many. Both teachers have been rated as proficient instructors and have also moved into leadership roles in different capacities including AVID, coaching, and department chairs.

One of the key components in a successful transition to the classroom is dependent on personality and the ability to talk to and build rapport with students. Sometimes this is a characteristic that not all people possess. If one can relate to kids and have a solid foundation of an academic subject, many can make a successful transition to the profession.

My teacher that added an endorsement through the program found ABCTE to be user friendly and on par with similar testing that Praxis offers. Having already been certified, being able to test for more certifications allowed her to expand her employability. Many secondary universities make adding an endorsement difficult, time consuming, and very costly.

I believe many administrators can name a teacher certified through ABCTE that is having a great career as a teacher. Initially, when I was a teacher and ABCTE was first introduced I had my doubts. Today, given the right person with a teaching aptitude, ABCTE can offer individuals the ability to enter the education profession.

Sincerely,



Jeff Hultberg  
Principal