Idaho Educator Preparation Full Unit Program Review

STATE TEAM REPORT

COLLEGE OF IDAHO

APRIL 15-17, 2018

Professional Standards Commission

Idaho State Board of Education

Idaho State Department of Education

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INTRODUCTION

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

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

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

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

PROGRAM APPROVAL RECOMMENDATIONS

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

Standards/Program	Recommendation	Notes
	☐ Not Approved	
Biology	☐ Approved ☒ Conditionally Approved ☐ Not Approved	
Chemistry	☐ Approved ☒ Conditionally Approved ☐ Not Approved	
Physics	☐ Approved ☒ Conditionally Approved ☐ Not Approved	
Social Studies Foundation Standards	☐ Approved ☒ Conditionally Approved ☐ Not Approved	
Government and Civics	☐ Approved ☒ Conditionally Approved ☐ Not Approved	
History	☐ Approved ☒ Conditionally Approved ☐ Not Approved	
Visual and Performing Arts Foundation Standards	☐ Approved ☐ Conditionally Approved ☒ Not Approved	
Music	☐ Approved ☐ Conditionally Approved ☒ Not Approved	
Drama	☐ Approved ☐ Conditionally Approved ☒ Not Approved	
Visual Arts	☐ Approved ☐ Conditionally Approved ☒ Not Approved	
World Languages	☐ Approved ☐ Conditionally Approved ☒ Not Approved	

STATE PROGRAM APPROVAL RUBRICS

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

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

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

Unacceptable	Acceptable	Exemplary
• The program provides evidence that candidates meet fewer than 75% of the indicators.	• The program provides evidence that candidates meet 75%-100% of the indicators • The program provides evidence candidates use assessment results in guiding student instruction.	• The program provides evidence that candidates meet 100% of the indicators. • The program provides evidence of the use of data in program improvement decisions. • The program provides evidence of at least three (3) cycles of data of which must be sequential.

IDAHO CORE TEACHING STANDARDS

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

Knowledge

1(a)   The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(b)   The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

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

1(d)   The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

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

   Sources of Evidence

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

Performance

1(e)   The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(f)   The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

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

Sources of Evidence

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

Disposition

1(h)   The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development

1(i)   The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j)   The teacher takes responsibility for promoting learners' growth and development.

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.3 Disposition	X		

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

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

Sources of Evidence

- *Candidate interviews*
- *Few candidate reflection papers*

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

Knowledge

2(a) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(b) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

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

2(d) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(e) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

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

Sources of Evidence

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

Performance

2(f)   The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(g)   The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(h)   The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(i)   The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(j)   The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(k)   The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

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

Sources of Evidence

- Candidate interviews
- Portfolios
- Lead Teacher interviews

Disposition

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

2(m)   The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n)   The teacher makes learners feel valued and helps them learn to value each other.

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

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.3 Disposition		X	

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

Sources of Evidence

- Portfolio reflections
- Candidate interviews
- Lead Teacher interviews

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

Knowledge

3(a)   The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(b)   The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(c)   The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(d)   The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(e)   The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

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

Sources of Evidence

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

Performance

3(f)   The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(g)   The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(h)   The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(i)   The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(j)   The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(k)   The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(l)   The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(m)   The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

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

Sources of Evidence

- Lesson plans
- Portfolio reflections
- EDU 613 syllabus

Disposition

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.3 Disposition		X	

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

Sources of Evidence

- Candidate interviews
- Candidate Portfolios
- Classroom Ethnographies

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

Knowledge

4(a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(b) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(c) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(d)   The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(e)   The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

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

Sources of Evidence

- Department Chair interviews
- Course Syllabi
- Candidate lesson plans

Performance

4(f)   The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(g)   The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(h)   The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(i)   The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(j)   The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(k)   The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(l)   The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(m)   The teacher creates opportunities for students to learn, practice, and master academic language in their content.

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

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

Sources of Evidence

- Candidate work samples
- Candidate interview

Disposition

4(o)   The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p)   The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q)   The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r)   The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.3 Disposition		X	

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

Sources of Evidence

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

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

Knowledge

5(a)   The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(b)   The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(c)   The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(d)   The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(e)   The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(f)   The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(g)   The teacher understands creative thinking processes and how to engage learners in producing original work.

5(h)   The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge	X		

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

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

Sources of Evidence

- Candidate assignments

Performance

5(i)   The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(j)   The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(k)   The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(l)   The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(m)   The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(n)   The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(o)   The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

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

Sources of Evidence

- Candidate assignments

Disposition

5(q)   The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r)   The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s)   The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.3 Disposition	X		

5.3 Analysis – No evidence was provided

> ***Sources of Evidence***

> - No evidence provided.

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

Knowledge

6(a)   The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(b)   The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(c)   The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(d)   The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(e)   The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(f)   The teacher knows when and how to evaluate and report learner progress against standards.

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

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

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

Sources of Evidence

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

Performance

6(h)   The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(i)   The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(j)   The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(k)   The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(l)   The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(m)   The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(n)   The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(o)   The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(p)   The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

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

Sources of Evidence

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

Disposition

6(q)   The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r)   The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s)   The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t)   The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u)   The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v)   The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.3 Disposition		X	

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

Sources of Evidence

- Candidate portfolios
- Course assignments
- Observation notes

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

Knowledge

7(a)   The teacher understands content and content standards and how these are organized in the curriculum.

7(b)   The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(c)   The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(d)   The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(e)   The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(f)   The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(g)   The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

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

Sources of Evidence

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

Performance

7(h)   The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(i)   The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(j)   The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(k)   The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(l)   The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7(m)   The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

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

Sources of Evidence

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

Disposition

7(n)   The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o)   The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p)   The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q)   The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.3 Disposition	X		

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

Sources of Evidence

- None provided

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

Knowledge

8(a)   The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(b)   The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(c)   The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(d)   The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

8(e)   The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(f)   The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

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

   Sources of Evidence

- Course syllabi
- Candidate interviews
- Candidate portfolios

Performance

8(g)   The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(h)   The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(i)   The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(j)   The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(k)   The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(l)   The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(m)   The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(n)   The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(o)   The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

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

Sources of Evidence

- Candidate interviews
- Candidate portfolios
- Candidate reflection papers

Disposition

8(p)   The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q)   The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r)   The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s)   The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.3 Disposition		X	

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

Sources of Evidence

- Candidate interviews
- Candidate portfolio reflection
- Technology unit

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

Knowledge

9(a)   The teacher understands and knows how to use a variety of self-assessment and problem solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(b)   The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(c)   The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(d)   The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(e)   The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities

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

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

Sources of Evidence

- Candidate interviews
- Candidate philosophy statements
- Coursework

Performance

9(f) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(g) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(h) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

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

9(j) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(k) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

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

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

Sources of Evidence

- Candidate interviews
- Completer interviews
- Candidate work sample

Disposition

9(l)   The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m)   The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n)   The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o)   The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

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

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

Sources of Evidence

- Candidate interviews
- Candidate reflection paper
- Action research

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

Knowledge

10(a) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(b) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(c) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

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

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

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

Sources of Evidence

- Candidate interviews
- Course assignments
- Portfolio artifacts

Performance

10(e) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(f)   The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(g)   The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(h)   The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(i)   Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

10(j)   The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(k)   The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(l)   The teacher uses and generates meaningful research on education issues and policies.

10(m)   The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(n)   The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(o)   The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

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

Sources of Evidence

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

Disposition

10(p)   The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.3 Disposition	X		

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

Sources of Evidence

- Candidate interviews
- Comments on candidate midterm evaluation

Summary

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

Areas for Improvement

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

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

Specific Areas for Improvement:

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

Recommended Action on Idaho Core Teaching Standards

☐   Approved

☒   Conditionally Approved

        ☒   Insufficient Evidence
        ☐   Lack of Completers
        ☐   New Program

☐   Not Approved

STATE SPECIFIC REQUIREMENTS

STANDARD I: INSTRUCTIONAL SHIFTS FOR LANGUAGE ARTS

1(a)   Building Knowledge through Content–rich Nonfiction
  - Candidates prepare students to build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.
  - Candidates understand how to evenly balance informational and literary reading in all content areas to ensure that students can independently build knowledge in all disciplines through reading and writing.

1(b)   Reading, writing and speaking grounded in evidence from text, both literary and informational
  - Candidates facilitate student Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.
  - Candidates create lessons for students that require use of evidence from texts to present careful analyses, well-defended claims, and clear information.

1(c)   Regular practice with complex text and its academic language
  - Candidates understand how to build a staircase of complexity in texts students must read to be ready for the demand of college and careers.
  - Candidates provide opportunities for students to use digital resources strategically, and to conduct research and create and present material in oral and written form.
  - Candidates foster an environment in which students collaborate effectively for a variety of purposes while also building independent literacy skills.

Standard 1 Instructional Shifts for Language Arts	Unacceptable	Acceptable	Exemplary
1.1 Knowledge	X		

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

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

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

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

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

> ### Sources of Evidence
>
> - EDU 305: Literacy in the Content Areas Syllabus
> - Candidate Portfolios
> - Assessment results for ICLA

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

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

Areas for Improvement

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

Recommended Action on Standard 1: Instructional Shifts for Language Arts

☐   Approved

☐   Conditionally Approved

           ☐   Insufficient Evidence

           ☐   Lack of Completers

           ☐   New Program

☒   Not Approved

STANDARD 2: IDAHO COMPREHENSIVE LITERACY STANDARDS

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

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

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

Sources of Evidence

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

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

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

Sources of Evidence

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

Recommended Action on Standard 2: Idaho Comprehensive Literacy Standards

☒	Approved

☐	Conditionally Approved

    ☐	Insufficient Evidence

    ☐	Lack of Completers

    ☐	New Program

☐	Not Approved

STANDARD 3: INSTRUCTIONAL SHIFTS FOR MATHEMATICS

3(a)   Focus strongly on the math Standards for Practice.
- Candidates understand how to significantly narrow and deepen the focus on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

3(b)   Coherence- Thinking across grades and linking to major topics within grades
- Candidates understand the progression of standards from grade to grade and can carefully connect learning across the grades.

3(c)   Rigor- In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.
- Candidates understand how to support conceptual understanding and promote student's ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.

Standard 3 Instructional Shifts for Mathematics	Unacceptable	Acceptable	Exemplary
3.1 Knowledge	X		

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

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

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

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

Sources of Evidence

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

Standard 3 Instructional Shifts for Mathematics	Unacceptable	Acceptable	Exemplary
3.2 Performance	X		

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

Areas for Improvement

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

Recommended Action on Standard 3: Instructional Shifts for Mathematics

☐   Approved

☐   Conditionally Approved

        ☐   Insufficient Evidence

        ☐   Lack of Completers

        ☐   New Program

☒   Not Approved

STANDARD 4: INSTRUCTIONAL TECHNOLOGY AND DATA LITERACY

4(a)   Fluency using Student Data Systems Evidence that candidates are able to access and analyze data to make data-driven curricular decisions
- Candidates understand how to support conceptual understanding and promote student's ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.

4(b)   Appropriate Integration of Educational Technology
- Candidates meet pre-service technology requirement in the *Idaho Standards for Initial Certification of Professional School Personnel*.

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

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

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

Sources of Evidence

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

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

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

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

Sources of Evidence

- Digital Candidate Portfolios
- Digital Images
- Candidate Observation

Areas for Improvement

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

Recommended Action on Standard 4: Instructional Technology and Data Literacy

☐   Approved

☐   Conditionally Approved

        ☐   Insufficient Evidence

        ☐   Lack of Completers

        ☐   New Program

☒   Not Approved

STANDARD 5: CLINICAL PRACTICE AND PERFORMANCE ASSESSMENTS

5(a)   Robust Clinical Practice and Internships
- The educator preparation program implements the Idaho Standards for Model Preservice Clinical Teaching Experience as written and approved by ICEP.

5(b)   Accurate and Informative Performance Assessments
- Candidates receive accurate performance evaluations which include formative and summative assessments. A proficient score on a summative evaluation using the Danielson Framework is required in order to recommend a candidate for certification.

Standard 5	Unacceptable	Acceptable	Exemplary
Clinical Practice and Performance Assessments		X	

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

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

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

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

Sources of Evidence

- Intern Handbook

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

Areas for Improvement

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

Recommended Action on Standard 5: Clinical Practice and Performance Assessments

☒　　　　Approved

☐　　　　Conditionally Approved

　　　　　　　　　☐　　　　Insufficient Evidence
　　　　　　　　　☐　　　　Lack of Completers
　　　　　　　　　☐　　　　New Program

☐　　　　Not Approved

STANDARD 6: IDAPA RULE CERTIFCATION REQUIREMENTS

6(a)   Random selection of candidates' institutional recommendations provides verification of Idaho state certification requirements per IDAPA Rule.

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

Standard 6	Unacceptable	Acceptable	Exemplary
Candidates meet IDAPA Rule Certification Requirements		X	

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

Sources of Evidence

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

Areas for Improvement

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

Recommended Action on Standard 6: IDAPA Rule Certification Requirements

☒   Approved

☐   Conditionally Approved
                    ☐   Insufficient Evidence
                    ☐   Lack of Completers
                    ☐   New Program

☐   Not Approved

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

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

Knowledge

1(a)   The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.

1(b)   The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.

1(c)   The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.

1(d)   (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).

1(e)   (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).

1(f)   (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.

1(g)   (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

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

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

Sources of Evidence

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

Performance

1(h) (Bilingual only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.

1(i) (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.

1(j) The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.

1(k) The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.

1(l) The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

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

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

> ***Sources of Evidence***
>
> - Candidates' Language Acquisition Notebooks
> - Interview with Instructor
> - Candidate reflection paper
> - Lesson Plan

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

Knowledge

2(a) The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.

2(b) The teacher understands the advantages of bilingualism, bi-literacy, and multiculturalism.

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

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

Sources of Evidence

- Required course syllabi
- Required course assignments
- PRAXIS scores

Performance

2(c)   The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.

2(d)   The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.

2(e)   The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.

2(f)   The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

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

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

Sources of Evidence

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

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

Knowledge

3(a)   The teacher understands the nuances of culture in structuring academic experiences.

3(b)   The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).

3(c)   The teacher understands there is a distinction between learning disabilities/giftedness and second language development.

3(d)   The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

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

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

> ***Sources of Evidence***
>
> - Required course syllabi
> - Interview with instructor
> - Candidate Reflections

Performance

3(e)   The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.

3(f)   The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.

3(g)   The teacher collaborates with other area specialists to distinguishes between issues of learning disabilities/giftedness and second language development.

3(h)   The teacher provides appropriate accommodations that allow students to access academic content.

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

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

> ### Sources of Evidence
>
> ● Interview with classroom teacher

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

Knowledge

4(a)   The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

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

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge	X		

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

> ### Sources of Evidence
>
> ● Required coursework syllabi
> ● Candidates' portfolios/literary books

Performance

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

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

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

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

Sources of Evidence

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

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

Knowledge

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

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

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

Sources of Evidence

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

Performance

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

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

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

Sources of Evidence

- Classroom observation

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

Knowledge

6(a)   The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

6(b)   The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.

6(c)   The teacher understands the extent of time and effort required for language acquisition.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

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

Sources of Evidence

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

Performance

6(d)   The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

6(e)   The teacher uses active and interactive activities that promote proficiency in the four domains of language.

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

Standard 6 Communication Skills	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

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

Sources of Evidence

- Candidate reflection
- Instructor interview
- Classroom visit

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

Knowledge

7(a)   The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 7 Instructional Planning Skills	*Unacceptable*	*Acceptable*	*Exemplary*
7.1 Knowledge		X	

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

Sources of Evidence

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

Performance

7(b)   The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standard.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

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

Sources of Evidence

- Candidate reflections
- Candidate lesson plans

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

Knowledge

8(a)   The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

8(b)   (Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.

8(c)   (ENL only) The teacher understands how to measure the level of English language proficiency.

8(d)   The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.

8(e)   The teacher is familiar with the state English language proficiency assessment.

8(f)   The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.

8(g)   The teacher understands appropriate accommodations for language learners being tested in the content areas.

8(h)   The teacher understands how to use data to make informed decisions about program effectiveness.

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

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

Sources of Evidence

- Candidate PowerPoint

Performance

8(i)   The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.

8(j)   The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.

8(k)   The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.

8(l)   The teacher uses appropriate accommodations for language learners being tested in the content areas.

8(m)   The teacher uses data to make informed decisions about program effectiveness.

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

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

    Sources of Evidence

- Candidate lesson plan
- Candidate PowerPoint
- Candidate Thesis'

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

Knowledge

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

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

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

Sources of Evidence

- Candidate portfolio

Performance

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

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

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

Sources of Evidence

- Candidate portfolio

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

Knowledge

10(a) The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.

10(b) The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

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

Sources of Evidence

- Thesis works
- Syllabi
- Instructor Interview

Performance

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

10(d) The teacher collaborates with colleagues to promote opportunities for language learners.

10(e) The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

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

Sources of Evidence

- Candidate portfolio
- Thesis works
- Completer observation

Summary

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

Areas for Improvement

- Provide evidence as outlined in the standards they are lacking

Recommended Action on Bilingual Education and English as a New Language

☐   Approved

X   Conditionally Approved

      X   Insufficient Evidence

      X   Lack of Completers

      ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS

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

Knowledge

1(a)   The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

1(b)   The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

1(c)   The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.

1(d)   The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.

1(e)   The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.

1(f)   The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

1(g)   The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

1(h)   The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.

1(i)   The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.

1(j)   The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.

1(k)   The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

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

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

Sources of Evidence

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

Performance
1(l)   The teacher models the appropriate and accurate use of language arts.
1(m)   The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.
1(n)   The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.

1(o)   The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.

1(p)   Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.

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

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

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

Sources of Evidence

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

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

Knowledge

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

2(b)   The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

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

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

Sources looked through for Evidence

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

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

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

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

Sources of Evidence

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

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

Knowledge

3(a)   The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

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

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

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

Sources of Evidence

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

Performance

3(c)   The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

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

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

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

Sources of Evidence

- Candidate and Completer Interviews
- Candidate observation

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

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

Knowledge

5(a)   The teacher understands the importance of teaching and re-teaching classroom expectations.

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

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

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

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

Sources of Evidence

- No evidence provided.

Performance

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

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

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

Sources of Evidence

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

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

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

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

Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

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

Summary

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

Areas for Improvement

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

Recommended Action on Elementary Education

☐   Approved

☐   Conditionally Approved

                ☐   Insufficient Evidence

                ☐   Lack of Completers

                ☐   New Program

☒   Not Approved

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

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

Performance

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

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

Sources of Evidence

- Candidate interviews
- Faculty interviews

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

Performance

- 2(a)   Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

2(b)   Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 2 Learning Difference	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

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

Sources of Evidence

- Candidate portfolios

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

Performance

3(a)   Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g., workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

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

Sources of Evidence

- Candidate portfolios
- Candidate observation
- Lead Teacher interview

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

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

Performance

4(a) Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

4(b) Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.

4(c) Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g., planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.

4(d) Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

Standard 4 *Content Knowledge*	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance	X		

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

> ***Sources of Evidence***
>
> - Candidate sample lesson plans

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

Performance

5(a)   Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

5(b)   Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

5(c)   Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

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

Sources of Evidence

- Candidate interviews
- Candidate portfolio

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

Performance

6(a)   Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

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

6(c)   Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing

throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.

6(d)   Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

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

Sources of Evidence

- Candidate portfolio
- Candidate lesson plans

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

Performance

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

7(b)   Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

7(c)   Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

7(d)   Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

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

Sources of Evidence

- Candidate lesson plan

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

Performance

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance	X		

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

Sources of Evidence

- Candidate observation

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

Performance

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

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

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

Sources of Evidence

- Candidate reflection on Leadership & Collaboration

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

Performance

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

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance	X		

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

Sources of Evidence

- Candidate reflection on Leadership & Collaboration project

Summary

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

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

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

Areas for Improvement

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

Recommended Action on English Language Arts

☐   Approved

☐   Conditionally Approved

☐   Insufficient Evidence
☐   Lack of Completers
☐   New Program

☒   Not Approved

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

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

Knowledge

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

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

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

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

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

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

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

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

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

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

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

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

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

Sources of Evidence

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

Performance

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

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

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

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

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

Sources of Evidence

- PSYCH 221 paper
- Teacher interview
- Lesson plans

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

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

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

2.1 Analysis – Candidate portfolios provided:

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

Sources of Evidence

- Teaching exceptional children exam
- Teacher interview

Performance

2(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.

2(d) The teacher plans and delivers learning activities that respect and value students' ideas, ways of thinking, and promote positive mathematical dispositions.

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

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

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

Sources of Evidence

- Lesson plan
- Candidate evaluations

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

Knowledge

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

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

3.1 Analysis – Candidates portfolios provided:

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

Sources of Evidence

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

Performance

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

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

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

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

Sources of Evidence

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

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

Knowledge

4(a)   The teacher knows how to formulate or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

4(b)   The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem solving approaches.

4(c)   The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.

4(d)   The teacher knows how to frame mathematical questions and conjectures.

4(e)   The teacher knows how to make mathematical language meaningful to students.

4(f)   The teacher understands inquiry-based learning in mathematics.

4(g)   The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).

4(h)   The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software).

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge	X		

4.1 Analysis – Candidate portfolios provided:

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

Sources of Evidence

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

Performance

4(i)   The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

4(j)   The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem solving approaches.

4(k)   The teacher uses and involves students in both formal proofs and intuitive, informal exploration.

4(l)   The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.

4(m)   The teacher uses and encourages the students to use a variety of representations to communicate mathematically.

4(n)   The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.

4(o)   The teacher uses and involves students in appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

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

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

    Sources of Evidence

    - Candidate evaluations

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

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

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

Knowledge

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

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

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

   Sources of Evidence

- Candidate portfolios
- Required coursework syllabi
- Intern Final Checklist

Performance

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

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

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

Sources of Evidence

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

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

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

Knowledge

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

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

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

Sources of Evidence

- Evaluation of candidate
- Exit ticket

Performance

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

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

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

Sources of Evidence

- Candidate portfolios

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

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

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

Knowledge

11(a)   The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.

11(b)   The teacher understands the interconnectedness between strands of mathematics.

11(c)   The teacher understands a variety of real-world applications of mathematics.

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

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

    Sources of Evidence

- Course syllabi
- Transcripts

Performance

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

11(e)   The teacher encourages students to identify connections between mathematical strands.

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

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

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

Sources of Evidence

- Lesson plans

Summary

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

Areas for Improvement

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

Recommended Action on Mathematics

☐   Approved

☐   Conditionally Approved

  ☐   Insufficient Evidence
  ☐   Lack of Completers
  ☐   New Program

☒   Not Approved

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

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

Knowledge

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

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

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

Sources of Evidence

- Required course Syllabi
- Praxis scores
- Candidate transcripts

Performance

    1(h)   The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.

    1(i)   The teacher continually adjusts curriculum and activities to align them with new scientific data.

    1(j)   The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.

    1(k)   The teacher helps students build scientific knowledge and develop scientific habits of mind.

    1(l)   The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.

    1(m)   The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.

    1(n)   The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.

    1(o)   The teacher engages in scientific inquiry in science coursework.

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

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

    Sources of Evidence

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

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

Knowledge

    2(a)   The teacher knows how students construct scientific knowledge and develop scientific habits of mind.

    2(b)   The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

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

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

Sources of Evidence

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

Performance

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

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

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

Sources of Evidence

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

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

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

Knowledge

4(a) The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.

4(b) The teacher understands how to implement scientific inquiry.

4(c) The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

4(d) The teacher understands how to use research based best practices to engage students in learning science.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

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

   Sources of Evidence

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

Performance

4(e) The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.

4(f) The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.

4(g)   The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

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

> ### Sources of Evidence
>
> - Candidate portfolio
> - Observation and interview with recent completer
> - Interview with adjunct faculty

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

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

Knowledge

6(a)   The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.

6(b)   The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.

6(c)   The teacher understands technical writing as a way to communicate science concepts and processes.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

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

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

Performance

6(d)   The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.

6(e)   The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.

6(f)   The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.

6(g)   The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

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

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

Sources of Evidence

- Candidate interview
- Candidate portfolio

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

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

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

Knowledge

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

9(b)   The teacher understands the importance of keeping current on scientific research findings.

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

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

Sources of Evidence

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

Performance

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

9(d) The teacher incorporates current scientific research findings into science curriculum and instruction.

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

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

Sources of Evidence

- Interview with recent completer
- Interview with adjunct faculty

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

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

Knowledge

11(a) The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.

11(b) The teacher is aware of available resources and standard protocol for proper disposal of waste materials.

11(c) The teacher knows how to properly care for, inventory, and maintain materials and equipment.

11(d) The teacher is aware of legal responsibilities associated with safety.

11(e) The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.

11(f) The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Standard 11 Safe Learning Environment	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

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

Sources of Evidence

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

Performance

11(g)   The teacher develops instruction that uses appropriate materials and ensures a safe environment.

11(h)   The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.

11(i)   The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.

11(j)   The teacher models safety at all times.

11(k)   The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.

11(l)   The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.

11(m) The teacher evaluates lab and field activities for safety.

11(n)   The teacher evaluates a facility for compliance to safety regulations.

11(o)   The teacher uses safety procedures and documents safety instruction.

11(p)   The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.

11(q)   The teacher implements laboratory, field, and demonstration safety techniques

Standard 11 Safe Learning Environment	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

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

Sources of Evidence

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

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

Knowledge

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

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

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

Sources of Evidence

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

Performance

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

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

Standard 12 Laboratory and Field Activities	Unacceptable	Acceptable	Exemplary
12.2 Performance		X	

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

Sources of Evidence

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

Summary

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

Areas for Improvement

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

Recommended Action on Science Foundation Standards

☐   Approved

☒   **Conditionally Approved**
  ☒   **Insufficient Evidence**

☒ **Lack of Completers**

☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR BIOLOGY TEACHERS

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

Knowledge

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

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

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

Sources of Evidence

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

Performance

1(k)   The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.

1(l)   The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.

1(m)   The teacher helps students understand how genetic "information" is translated into living tissue and chemical compounds necessary for life.

1(n)   The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.

1(o)   The teacher helps students understand the ways living organisms are adapted to their environments.

1(p)   The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.

1(q)   The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.

1(r)   The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.

1(s)   The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, burning fossil fuels, seeding clouds, and making snow).

1(t)   The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions

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

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

Sources of Evidence

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

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

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

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

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

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

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

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

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

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

Summary

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

Areas for Improvement

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

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

Recommended Action on Biology

☐   Approved

☒   **Conditionally Approved**
                 ☐   **Insufficient Evidence**
                 ☒   **Lack of Completers**
                 ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

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

Knowledge

1(a) The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.

1(b) The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.

1(c) The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.

1(d) The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.

1(e) The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

1(f) The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).

1(g) The teacher can identify and quantify changes in energy and structure.

1(h) The teacher understands the historical development of atomic and molecular theory.

1(i) The teacher knows basic chemical synthesis to create new molecules from prec? Molecules

1(j) The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.

1(k) The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.

1(l) The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.

1(m) The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).

1(n) The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.

1(o) The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.

1(p) The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

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

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

Sources of Evidence

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

Performance

1(q)   The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.

1(r)   The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).

1(s)   The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.

1(t)   The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.

1(u)   The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.

1(v)   The teacher helps the student understand the composition of neutral and ionic atoms and molecules.

1(w)   The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.

1(x)   The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.

1(y)   The teacher helps the student begin to categorize and identify a variety of chemical reaction types.

1(z)   The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.

1(aa) The teacher helps the student understand and apply modern atomic, electronic and bonding theories.

1(bb) The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.

1(cc) The teacher helps the student understand the quantitative behavior of gases.

1(dd)   The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.

1(ee)   The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.

1(ff)   The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.

1(gg)   The teacher helps the student understand and predict the properties and reactions of acids and bases.

1(hh)   The teacher helps the student understand chemical equilibrium in solutions.

1(ii)   The teacher helps the student understand and use chemical kinetics.

1(jj)   The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.

1(kk)   The teacher helps the student learn the basic organizing principles of organic chemistry.

1(ll)   The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.

1(mm)   The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.

1(nn)   The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.

1(oo)   The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.

1(pp)   The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.

1(qq)   The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

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

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

Sources of Evidence

- Candidate lesson plans

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

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

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

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

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

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

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

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

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

Summary

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

Areas for Improvement

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

Recommended Action on Chemistry

☐   Approved

☒   **Conditionally Approved**
    ☒   **Insufficient Evidence**
    ☒   **Lack of Completers**
    ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR PHYSICS TEACHERS

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

Knowledge

1(a) The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

1(b) The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

1(c) The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

1(d) The teacher understands contemporary physics events, research, and applications.

1(e) The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.

1(f) The teacher knows the historical development of models used to explain physical phenomena.

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

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

Sources of Evidence

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

Performance

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

1(h)   The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.

1(i)   The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.

1(j)   The teacher engages student in the examination and consideration of the models used to explain the physical world.

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

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

Sources of Evidence

- Candidate portfolio

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

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

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

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

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

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

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

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

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

Summary

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

Areas for Improvement

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

Recommended Action on Physics

☐   Approved

☒   **Conditionally Approved**

        ☒   **Insufficient Evidence**
        ☒   **Lack of Completers**
        ☐   New Program

☐   Not Approved

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

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

Knowledge

1(a)   The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).

1(b)   The teacher understands the ways various governments and societies have changed over time.

1(c)   The teacher understands ways in which independent and interdependent systems of trade and production develop.

1(d)   The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.

1(e)   The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.

1(f)   The teacher understands geography affects relationships between people, and environments over time.

1(g)   The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

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

1.1 Analysis – Syllabi, required coursework, candidate lesson plans, interviews with instructors, candidates and completers, and candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students. All indicators were met.

Sources of Evidence

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

Performance

    1(h)   The teacher demonstrates chronological historical thinking

    1(i)   The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.

    1(j)   The teacher integrates knowledge from the social studies in order to prepare students to live in a world with limited resources, cultural pluralism, and increasing interdependence.

    1(k)   The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.

    1(l)   The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

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

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

    Sources of Evidence

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

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

Knowledge

    2(a)   The teacher understands the influences that contribute to intellectual, social, and personal development.

    2(b)   The teacher understands the impact of student environment on student learning.

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

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

Sources of Evidence

- Course Syllabi
- Candidate Interviews

Performance

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

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

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

Sources of Evidence

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

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

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

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

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

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

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

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

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

Summary

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

Areas for Improvement

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

Recommended Action on Social Studies Foundation Standards

☐   Approved

☒   Conditionally Approved
  ☒   Insufficient Evidence
  ☒   Lack of Completers
  ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR GOVERNMENT & CIVICS TEACHERS

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

Knowledge

1(a)   The teacher understands the relationships between civic life, politics, and government.

1(b)   The teacher understands the foundations of government and constitutional and principles of the United States political system.

1(c)   The teacher understands the organization of local, state, federal, and tribal governments, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.

1(d)   The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).

1(e)   The teacher understands the role of public policy in shaping the United States political system.

1(f)   The teacher understands the civic responsibilities and rights of all individuals in the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).

1(g)   The teacher understands the characteristics of effective leadership.

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

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

   Sources of Evidence

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

Performance

1(h)   The teacher promotes student engagement in civic life, politics, and government.

1(i)   The teacher demonstrates comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.

1(j)   The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.

1(k)   The teacher integrates global perspectives into the study of civics and government.

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

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

Sources of Evidence

- Cooperating Teacher Interviews
- Completer Interviews

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

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

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

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

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

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

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

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

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

Summary

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

Areas for Improvement

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

Recommended Action on Government and Civics

☐   Approved

☒   Conditionally Approved – Insufficient Evidence

        ☒   Insufficient Evidence

        ☒   Lack of Completers

        ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR HISTORY TEACHERS

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

Knowledge

- 1(a)   The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
- 1(b)   The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
- 1(c)   The teacher understands how international relations impacted the development of the United States.
- 1(d)   The teacher understands how significant compromises and conflicts defined and continue to define the United States.
- 1(e)   The teacher understands the political, social, cultural, and economic development of the United States.
- 1(f)   The teacher understands the political, social, cultural, and economic development of the peoples of the world.
- 1(g)   The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
- 1(h)   The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

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

1.1 Analysis – Syllabi, required coursework, candidate lesson plans, interviews with instructors, candidates and completers, and candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students. No evidence was found to indicate 1(d) knowledge was happening in any required courses.

Sources of Evidence

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

- Course Instructor Interviews

Performance

1(i)   The teacher makes connections between political, social, cultural, and economic themes and concepts.

1(j)   The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.

1(k)   The teacher facilitates student inquiry on how international relationships impact the United States.

1(l)   The teacher relates the role of conflicts to continuity and change across time.

1(m)   The teacher demonstrates an ability to research, analyze, and interpret history.

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

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

Sources of Evidence

- Cooperating Teacher Interviews
- Completer Interviews

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

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

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

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

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

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

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

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

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

Summary

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

Areas for Improvement

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

Recommended Action on History

☐   Approved

☒   Conditionally Approved – Lack of Completers

       ☒   Insufficient Evidence

       ☒   Lack of Completers

       ☐   New Program

☐   Not Approved

IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS

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

Knowledge

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

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

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

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

Performance

1(i) The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.

1(j) The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.

1(k) The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.

1(l) The teacher helps students identify relationships between the arts and a comprehensive curriculum.

1(m) The teacher provides instruction to make a broad range of art genres and relevant to students.

1(n) The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.

1(o) The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

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

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

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

Sources of Evidence

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

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

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

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

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

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

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

Knowledge

7(a)   The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.

7(b)   The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Standard 7 Instructional Planning Skills	*Unacceptable*	*Acceptable*	*Exemplary*
7.1 Knowledge	X		

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

Sources of Evidence

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

Performance

    7(c)   The teacher incorporates state standards for the arts discipline in his or her instructional planning.

    7(d)   The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

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

Sources of Evidence

- Candidate portfolio (music only)

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

Knowledge

    8(a)   The teacher understands assessment strategies specific to the creative process.

    8(b)   The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.

    8(c)   The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, performance/presentation).

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

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

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

Sources of Evidence

- Candidate interview (music only)
- Candidate portfolio (music only)
- Candidate lesson plans (music only)
- Course catalog descriptions and syllabi
- Candidate personal files

Performance

8(d)   The teacher assesses students' learning and creative processes as well as finished products.

8(e)   The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.

8(f)   The teacher provides a variety of arts assessments to evaluate student performance.

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

8.2 Analysis – Music portfolios, lesson plans, candidate interview, and classroom observation demonstrate student assessments, opportunities for student performance, and both written and performance assessments are an important part of the music ed. candidate's practice. There is no evidence provided that candidates in art and theatre would be able to show how performance assessment can help inform PreK-12 students' learning progress.

Sources of Evidence

- Candidate portfolios (music only)
- Candidate lesson plans (music only)
- Candidate observation (music only)

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

Knowledge

9(a)   The teacher understands the importance of continued professional growth in his or her discipline

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

9.1 Analysis – Music candidates' portfolios show self-reflection on practice and the recognition of the need for continued professional growth (9a). However, because of a lack of professional commitment instruction, a music candidate's audit file clearly shows commitment and responsibility misunderstandings between the cooperating teacher, the candidate, and the EPP department chair. This candidate's self-reflection in her Danielson Domain Four portfolio also states that her building instructional coach and high school principal have provided her with the professional instructional leadership she has needed that did not come in her pre-service education.

No evidence was provided from theatre and art candidates to show those candidates "engaged in the purposeful mastery of the art and science of teaching." The theatre and art departments (as expressed in interviews with the department chairs) are focused on candidates working in the field professionally, not on teacher preparation.

Sources of Evidence

- Candidate portfolios (music only)
- Music audit file documents
- Interviews with art, music, and theatre department chairs

Performance

9(b)   The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – Art, music, and theatre candidates all are involved in community exhibits (Senior Art Exhibit), clinics, workshops, and performances for music, and theatrical productions (9b).

Sources of Evidence

- Candidate portfolios (music)
- Senior Art Exhibit photos
- Interviews with art, music, and theatre department chairs

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

Knowledge

10(a)   The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.

10(b)   The teacher understands the unique relationships between the arts and their audiences.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.1 Knowledge	X		

10.1 Analysis – Music candidates' portfolios, music methods 442 syllabus, and music candidate interview show Standards 10a and 10b being met. However, no such evidence for "school/district arts program" was evidenced for art and theatre candidates. The art candidate's secondary methods class was in math, not art.

Sources of Evidence

- Candidate portfolio (music)
- Music Methods 442 syllabus
- Music candidate interview

Performance

10(c)   The teacher promotes the arts for the enhancement of the school and the community.

10(d)   The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.2 Performance	X		

10.2 Analysis – Music candidate portfolios contained reflections regarding student concert programs, actual paper copies of concert programs, and photos/videos of students in concert performances, thereby meeting Standards 10c and 10d.   Senior Art exhibit photos and college theatre productions show exhibits and performances for the community audiences, but no audience appropriateness criteria for PreK-12 students was evidenced for the art and theatre candidates.

Sources of Evidence

- Candidate portfolio reflections (music)

- Music concert programs
- Photos and videos of music students presenting concerts for school and community audiences

Standard 11: Learning Environments - The teacher creates and manages a safe, productive learning environment.

Knowledge

11(a)   The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.

11(b)   The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

Standard 11 Learning Environments	Unacceptable	Acceptable	Exemplary
11.1 Knowledge	X		

11.1 Analysis – Syllabi for required coursework in art, music, and theatre demonstrate an adequate understanding of safety issues in each discipline (11a). Music candidate lesson plans provide additional evidence that MUSIC teacher candidates demonstrate an adequate understanding of 11a. No evidence was provided from any of the three disciplines to address standard 11b.

Sources of Evidence

- Required coursework syllabi for art, music, and theatre classes
- Music candidates' lesson plans

Performance

11(c)   The teacher ensures that students have the skills and knowledge necessary to accomplish art tasks safety.

11(d)   The teacher manages the simultaneous activities that take place daily in the arts classroom.

11(e)   The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.

Standard 11 Learning Environments	Unacceptable	Acceptable	Exemplary
11.2 Performance	X		

11.2 Analysis – Music candidate classroom layouts (11d) show simultaneous activity areas. No evidence was provided for Standards 11c and 11e from any of the three arts disciplines.

Sources of Evidence

- Candidate portfolio (music)

Summary

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

Areas for Improvement

- Art and theatre departments need to develop programs for education preparation
- Music department needs to strengthen education preparation program

Recommended Action on Visual Arts Foundation Standards

☐   Approved

☐   Conditionally Approved

        ☐   Insufficient Evidence
        ☐   Lack of Completers
        ☐   New Program

☒   Not Approved

IDAHO STANDARDS FOR MUSIC TEACHERS

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

Knowledge: The teacher understands and knows how to teach:

1(a)   Singing, alone and with others, a varied repertoire of music.
1(b)   Performing on instruments, alone and with others, a varied repertoire of music.
1(c)   Improvising melodies, variations, and accompaniments.
1(d)   Composing and arranging music within specified guidelines.
1(e)   Reading and notating music.
1(f)   Listening to, analyzing, and describing music.
1(g)   Evaluating music and music performances.
1(h)   Understanding relationships between music, the other arts, and disciplines outside the arts.
1(i)   Understanding music in relation to history and culture.

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

1.1 Analysis – Syllabi, required coursework, candidate and dept. chair interviews, and portfolios provide evidence that teacher candidates demonstrate an adequate understanding of Standards 1a-1i .

Sources of Evidence

- Music course syllabi
- Music major required course list
- Music candidate interview
- Music dept. chair interview
- Music candidates portfolios

Performance: The teacher is able to demonstrate and teaches:

1(j)   Singing, alone and with others, a varied repertoire of music.
1(k)   Performing on instruments, alone and with others, a varied repertoire of music.
1(l)   Improvising melodies, variations, and accompaniments.
1(m)   Composing and arranging music within specified guidelines.
1(n)   Reading and notating music.
1(o)   Listening to, analyzing, and describing music.
1(p)   Evaluating music and music performances.
1(q)   Understanding relationships between music, the other arts, and disciplines outside the arts.

1(r)   Understanding music in relation to history and culture

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

1.2 Analysis – Candidate and dept. chair interviews, music candidate portfolios, candidate transcripts, and lesson plans provide evidence that teacher candidates demonstrate performance of 1j-1r.

Sources of Evidence

- Candidate interview
- Dept. chair interview
- Candidate portfolios
- Candidate transcript
- Candidate lesson plans

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

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

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

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

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

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

Knowledge

7(a)   The teacher understands and knows how to design a variety of musical learning opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Syllabi, required coursework, candidate lesson plans, and candidate portfolios provide evidence that teacher candidates demonstrate an adequate understanding of Standard 7a.

Sources of Evidence

- Course syllabi
- Required Coursework
- Candidate lesson plans
- Candidate portfolios

Performance

7(b)   The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Candidate classroom observation, candidate portfolios, YouTube video clip, and candidate lesson plans provide evidence that sequential, holistic, and cumulative processes are utilized by music teacher candidates to meet Standard 7b.

Sources of Evidence

- Classroom observation
- Candidate portfolios
- YouTube video
- Candidate lesson plans

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

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

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

Summary

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

Areas for Improvement

- Formalize a more structured program for music education.
- Create a standard portfolio requirement checklist.

Recommended Action on Music

☐   Approved

☐   Conditionally Approved
            ☐   Insufficient Evidence
            ☐   Lack of Completers
            ☐   New Program

☒   Not Approved

   Due to Foundational Standards not being approved.

IDAHO STANDARDS FOR THEATRE ARTS TEACHERS

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

Knowledge

1(a)   The teacher knows the history of theater as a form of entertainment and as a societal influence.

1(b)   The teacher knows the basic theories and processes of play writing.

1(c)   The teacher understands the history and process of acting and its various styles.

1(d)   The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).

1(e)   The teacher understands the theory and process of directing theater.

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

1.1 Analysis – Required coursework, department chair interview, and course syllabi provide evidence of adequately meeting Standards 1a-1e.

Sources of Evidence

- Catalog course descriptions
- Course syllabi
- Department chair interview

Performance

1(f)   The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright's intent.

1(g)   The teacher supports individual interpretation of character, design, and other elements inherent to theater.

1(h)   The teacher demonstrates proficiency in all aspects of technical theatre.

1(i)   The teacher is able to direct shows for public performance.

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

1.2 Analysis – According to the theatre department chair, the theatre program at College of Idaho is focused on preparing candidates to work in the theatre industry, or to continue study for an MFA in another institution. The candidate artifacts provided are geared toward the individual

candidate's performance and learning, rather than preparing candidates to teach theatre to students in PreK-12 schools.

Sources of Evidence

- Department chair interview
- Candidate portfolio

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

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

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

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

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

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

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

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

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

Standard 11: Learning Environment- The teacher creates and manages a safe, productive learning environment.

Knowledge

- 11(a)   The teacher understands how to safely operate and maintain the theatre facility.
- 11(b)   The teacher understands how to safely operate and maintain technical theatre equipment.
- 11(c)   The teacher understands OSHA and State Safety standards specific to the discipline.

11(d)   The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.).

Standard 11 Safety and Management	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – The required coursework and syllabi, candidate portfolio reflections, along with the department chair interview show the candidates' preparation and understanding of Standards 11a-11c. No evidence was provided to show a candidate's understanding of managing the safety requirements to the drama classroom (11d).

Sources of Evidence

- Required coursework and syllabi
- Candidate portfolio reflections
- Department chair interview

Performance

11(e)   The teacher can safely operate and maintain the theatre facility.
11(f)   The teacher can safely operate and maintain technical theatre equipment.
11(g)   The teacher employs OSHA and State Safety standards specific to the discipline.
11(h)   The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.).

Standard 11 Safety and Management	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis – The interview with the department chair and candidate portfolios show the performance safety standards of 11e to 11g are met. Since the theatre department is preparing candidates to work in the theatre industry, the portfolio entries show the candidate's own performance in the theatre, not the ability to safely manage a drama classroom (11h).

Sources of Evidence

- Department chair interview
- Candidate portfolios
- Candidate resumes

Summary

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

Areas for Improvement

- Devise a program to prepare candidates to teach in secondary classrooms, not just work in the theatre industry or go on to graduate school.

Recommended Action on Drama

☐   Approved

☐   Conditionally Approved

        ☐   Insufficient Evidence

        ☐   Lack of Completers

        ☐   New Program

☒   Not Approved

IDAHO STANDARDS FOR VISUAL ARTS TEACHERS

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

Knowledge

1(a)   The teacher understands a variety of media, styles, and techniques in multiple art forms.

1(b)   The teacher has knowledge of individual artists' styles and understands the historical movements and cultural contexts of those works.

1(c)   The teacher understands the elements and principles of art and how they relate to quality in works of art.

1(d)   The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.

1(e)   The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist's statement.

1(f)   The teacher understands the value of visual art as an expression of our culture and possible career choices.

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

1.1 Analysis – A review of candidate portfolios, coursework, audit file documents, and interviews with the co-chairs of the art department provide evidence of strong subject matter knowledge (1a-1f). Though art vocabulary and interpretation is evident in required coursework, there is no evidence to support the understanding of art forms and disciplines "across the curriculum" (last part of standard 1d)

Sources of Evidence

- Candidate portfolios
- Audit file documents
- Interviews with art department co-chairs
- Required coursework

Performance

1(g)   The teacher applies a variety of media, styles, and techniques in multiple art forms.

1(h)   The teacher instructs students in individual artist styles and understands historical movements and cultural context of those works.

1(i)   The teacher applies the elements and principles of art and how they relate to quality in works of art.

1(j)   The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum.

1(k)   The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.

1(l)   The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.

1(m)   The teacher makes reasoned and insightful selections of works of art to support teaching goals.

1(n)   The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

1(o)   The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

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

1.2 Analysis – The senior art exhibit and portfolio provide evidence of Standards 1g, 1i, 1k, and partial evidence of 1j. The other performance standards requiring classroom student involvement (1h, partial 1j, 1l, 1m, 1n, 10) are not adequately supported with evidence from candidate portfolios.

Sources of Evidence

- Senior art exhibit
- Candidate portfolios

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

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

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

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

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

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

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

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

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

Summary

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

Areas for Improvement

- Prepare a systemic program of preparation for teaching art in the classroom

Recommended Action on Visual Arts

☐ Approved

☐ Conditionally Approved
        ☐ Insufficient Evidence
        ☐ Lack of Completers
        ☐ New Program

☒ Not Approved

IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS

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

Knowledge

1(a)   The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.

1(b)   The teacher knows the target culture(s) in which the language is used.

1(c)   The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.

1(d)   The teacher knows the history, arts, and literature of the target culture(s).

1(e)   The teacher knows the current social, political, and economic realities of the countries related to the target language.

1(f)   The teacher understands how the U.S. culture perceives the target language and culture(s).

1(g)   The teacher understands how the U.S. is perceived by the target language culture(s).

1(h)   The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

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

1.1 Analysis – Required course syllabi, interviews, and assignments provide minimal evidence that World Language teacher candidates meet knowledge indicators 1(a)-1(h)

Sources of Evidence

- Required course syllabi
- College faculty interview
- Course assignment guidelines

Performance

1(i)   The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.

1(j)   The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.

1(k)   The teacher promotes the value and benefits of world language learning to students, educators, and the community.

1(l)   The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

1(m)   The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

1(n)   The teacher systematically incorporates culture into instruction.

1(o)   The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.

1(p)   The teacher encourages students to understand that culture and language are intrinsically tied.

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

1.2 Analysis – Evidence showed one piece of evidence with competency in the teacher having the ability to write in the secondary language, as well as a lesson plan for instruction in the four strands. Missing evidence for the benefit to educators and communities, formal and informal contexts to practice speaking purposefully, instruction evidence, contributions of students' cultures into target's culture, and how language and culture are intrinsically tied.

Sources of Evidence

- Lesson Plan
- Portfolio
- Candidate portfolios

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

Knowledge

2(a)   The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.

2(b)   The teacher understands that cultural knowledge is essential for the development of second language acquisition.

2(c)   The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.

2(d)   The teacher knows the methodologies and theories specific to second language acquisition.

2(e)   The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

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

2.1 Analysis – Evidence received showed acceptable levels of Spanish language in the four domains for the candidate along with a course syllabus explaining language acquisition. Missing were evidence pieces for teacher performance in the areas of using target language in the four domains, cultural knowledge, situations where lower-risk for language practice, and evidence for benefits of learning a second-language.

Sources of Evidence

- Portfolios
- EDU 512 Linguistics Course Description
- College faculty interview

Performance

2(f)   The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2(g)   The teacher integrates cultural knowledge into language instruction.

2(h)   The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

2(i)   The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.

2(j)   The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

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

2.2 Analysis – Evidence which showed language building on strengths was acceptable, but missing were instructional strategies, fluency skills/practice, and collegiate/graduation requirements.

Sources of Evidence

- Lesson Plan
- Candidate Lesson Reflection

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

Knowledge

3(a)   The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.

3(b)   The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

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

3.1 Analysis – A telephone interview with an instructor provided evidence for understanding how students' learning/lifestyles affect language acquisition, candidates' portfolios showed evidence of perception and roles played in culture.

> ### Sources of Evidence
>
> ● Candidate Portfolios
> ● EDU 501 Teaching in A Diverse Society course description
> ● Instructor Interview

Performance

3(c)   The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.

3(d)   The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

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

3.2 Analysis – Evidence was provided by a syllabus, but missing were differentiated instructional pieces to meet students' needs.

> ### Sources of Evidence
>
> ● EDU 505 ESL & Bilingual Methods course description

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

Knowledge

4(a)   The teacher understands that world languages methodologies continues to change in response to emerging research.

4(b)   The teacher understands instructional practices that balances content-focused and form-focused learning.

4(c)   The teacher knows instructional strategies that foster higher-level thinking skills such as critical-thinking and problem solving.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge	X		

4.1 Analysis – No evidence provided.

   Sources of Evidence

- No evidence provided.

Performance

4(d)   The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.

4(e)   The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

4(f)   The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – No evidence provided.

   Sources of Evidence

- No evidence provided.

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

Knowledge

5(a)   The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.

5(b)   The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

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

5.1 Analysis – Little or no evidence was provided to indicate that teacher candidates know classroom motivation and management skills.

Sources of Evidence

- Lesson plan

Performance

5(c)   The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

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

5.2 Analysis – The EPP provided no evidence that teacher candidates are able to implement classroom motivation and management techniques.

Sources of Evidence

- No evidence provided.

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

Knowledge

6(a)   The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.1 Knowledge	X		

6.1 Analysis – Little or no evidence was provided to indicate that teacher candidates have the communication skills necessary to meet indicator 6(a)

> ### *Sources of Evidence*
>
> ● Required course syllabi

Performance

6(b)   The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – The EPP provided no evidence that teacher candidates could perform the communication skills necessary to meet indicator 6(b)

> ### *Sources of Evidence*
>
> • No evidence provided.

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

Knowledge

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

7(b)   The teacher knows how to design lesson plans, based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, that enhance student understanding of the target language and culture.

7(c)   The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 7 *Instructional Planning Skills*	*Unacceptable*	*Acceptable*	*Exemplary*
7.1 Knowledge	X		

7.1 Analysis – The EPP provided no evidence that teacher candidates could meet Instructional Planning Skills standard 7.

Sources of Evidence

- No evidence provided.

Performance

- 7(d) The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
- 7(e) The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.
- 7(f) The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 7 *Instructional Planning Skills*	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance	X		

7.2 Analysis – The EPP provided no evidence that teacher candidates could meet Instructional Planning Skills performance indicators.

Sources of Evidence

- No evidence provided.

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

Knowledge

- 8(a) The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.
- 8(b) The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.
- 8(c) The teacher understands the importance of assessing the content and the form of communication.

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

8.1 Analysis – The EPP provided no evidence that teacher candidates were able to gain knowledge necessary to meet indicators under standard 8: Assessment of Student Learning.

> ***Sources of Evidence***
>
> - No evidence provided.

Performance

8(d)   The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.

8(e)   The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.

8(f)   The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

8(g)   The teacher appropriately assesses for both the content and form of communication.

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

8.2 Analysis – The EPP provided no evidence that teacher candidates can meet performance standards for standard 8: Assessment of Student Learning

> ***Sources of Evidence***
>
> - No evidence provided.

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

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

Knowledge

10(a)   The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

10(b)   The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.

10(c)   The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

10(d)   The teacher understands the effects of second language study on first language.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.1 Knowledge	X		

10.1 Analysis – The EPP provided no evidence that teacher candidates are afforded the opportunity to gain knowledge for standard 10: Partnership.

Sources of Evidence

- No evidence provided.

Performance

10(e)   The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.

10(f)   The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.

10(g)   The teacher encourages students to participate in community experiences related to the target culture.

10(h)   The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.2 Performance	X		

10.2 Analysis – The EPP provided no evidence that teacher candidates have the ability to perform the indicators for standard 10.

Sources of Evidence

- No evidence provided.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	9	8	1	0
Performance	9	8	1	0

Areas for Improvement

- The World Languages preparation program needs to find ways to meet the missing standards for teacher candidates.

Recommended Action on World Languages

☐   Approved

☐   Conditionally Approved

         ☐   Insufficient Evidence
         ☐   Lack of Completers
         ☐   New Program

X   Not Approved