

IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT

LEWIS-CLARK STATE COLLEGE

DECEMBER 12-14, 2021

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



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INTRODUCTION

Lewis-Clark State College (LCSC) has more than a century-long history of preparing professional educators. Lewiston State Normal School was established by an act of the Idaho State Legislature in 1893 to address the need for quality teachers in the region's many one-room schools. In 1943, the legislature granted the college its current status as a four-year undergraduate institution. The college's days as a normal school came to end on March 2, 1971, when Governor Cecil Andrus signed a bill to change the name to the current Lewis-Clark State College.

The purpose of the educator preparation program review was to determine if sufficient evidence was presented indicating that candidates at Lewis-Clark State College meet state standards for initial certification. The review was conducted by an 11-member state program approval team, accompanied by two (2) state facilitators who assisted in the review of state specific requirements.

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- Dr. Amy Clark – Brigham Young University-Idaho
- Dr. Jonathan Lord – College of Southern Idaho
- Dr. Bethani Studebaker, State Facilitator – Idaho State Department of Education
- Helen Henderson, State Facilitator – Idaho State Department of Education

The state standards for initial certification are published in the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel*.¹ State Board approved knowledge and performance indicators were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards, program area foundation standards, and specific program enhancement standards were reviewed.

¹ Approved by the Idaho State Board of Education June 20, 2018.

Team members reviewed evidence provided by the institution to validate each standard. These evidences included but were not limited to:

- Course syllabi
- Lesson plans
- Intervention plans
- Handbook
- List of standards
- Instructor feedback
- Catalogs
- Content area assessment
- Student teacher evaluations
- Test scores
- Surveys
- Case analysis video of candidate teaching
- Work samples
- PK-12 student achievement
- Tracking data on candidates
- Interviews
- Peer teacher evaluations
- Projects
- Portfolios

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 P-12 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 at least six months previously and is employed in a position for which they were prepared for state licensure.
- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.
- **Educator Preparation Provider (EPP).** The entity responsible for the preparation of educators including a nonprofit or for-profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.
- **Program.** A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).
- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
Idaho Core Teaching Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements – Idaho Comprehensive Literacy Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements – Pre-Service Technology Standards	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Acceptable: Standards 3, 4 Unacceptable: Standards 1, 2, 5
State Specific Requirements – Idaho Standards for Model Preservice Student Teaching Experience	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements – Institutional Recommendations	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Elementary Education Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for English Language Arts Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Exceptional Child Generalists	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Health Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Literacy Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Mathematics Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Physical Education Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	

Standards/Program	Recommendation	Notes
Idaho Foundation Standards for Science Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Biology Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Chemistry Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Design Review ≤ 5 Completers/7 years
Idaho Standards for Earth and Space Science Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Foundation Standards for Social Studies Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for History Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Psychology Program	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Design Review, ≤ 5 Completers/7 years

STATE PROGRAM APPROVAL RUBRICS

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

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

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

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

PROGRAM DESIGN REVIEW FORM PILOT

At the September 16, 2021, meeting of the Professional Standards Commission's Standards Committee, the Committee approved a request from Lewis-Clark State College (LCSC) to pilot a Program Design Review Form for use during the December 12-14, 2021, review of LCSC's educator preparation programs. Program design review was developed during Phase III work of the Educator Standards Working Group to provide EPPs the opportunity to identify those programs with few or no completers and to provide design evidence for continued, conditional approval of the program.

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 knows how to identify readiness for learning and understands that development in any one area (cognitive, linguistic, social, emotional, and physical) may affect performance in others.
- 1(d) The teacher understands the role of language, culture, and socio-historical context in learning and knows how to differentiate 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 – *The EPP provides sufficient evidence for indicators 1(a), 1(b), 1(c), and 1(d) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers and lesson plans, as well as interviews with program completers, program faculty, and candidates. Artifacts provided for each indicator demonstrate candidates' knowledge relative to those indicators. Regarding indicator 1(a), there are three sets of data provided which supports an exemplary level of learner development in this knowledge indicator.*

Sources of Evidence

- *Learning Theories Lesson Plan Paper*
- *Course Syllabi: ED 321, 318, 345, 447, 460.*
- *Case Study and Research Review Paper*
- *Shoe-tying exam*
- *Assessment Selection Assignment*
- *Poster and Final Paper*

Performance

- 1(e) The teacher regularly assesses individual and group performance in order to design and differentiate 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, needs, and background 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 – The EPP provides sufficient evidence for indicators 1(e), 1(f), and 1(g) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including PBA and portfolios, as well as interviews with program completers, program faculty, and candidates. The EPP utilizes course syllabi from ED 426 and ED 429 to provide performance opportunities to candidates across these indicators.

Sources of Evidence

- Performance Based Assessment (PBA) completed in clinical internships 1 and 2
- Portfolio: Utilizing google framework, portfolios of completers were professional and detailed and easy to navigate.
- Syllabi: ED 426, 429

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 collaborative relationships with 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 – *The EPP provides sufficient evidence for indicators 1(h), 1(i), 1(j), and 1(k) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including PBA, portfolio, and archived work from ED 321, including papers and research studies, as well as interviews with program completers, program faculty, and candidates.*

Sources of Evidence

- Syllabi and course outcomes from ED 321, 447, and 460
- Elementary and Secondary, Unit Teaching Performance Assessment
- Portfolio
- Case Study Paper

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 linguistic diversity and second language acquisition processes and knows 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 contemporary and historical impacts on language, culture, family, and community values.
- 2(e) The teacher knows how to access reliable 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 – *The EPP provides sufficient evidence for all knowledge indicators for Standard 2. Evidence includes the candidate performance, interviews, video, and candidate work samples. All five knowledge indicators are evidenced to ensure that candidates have the knowledge and understanding of learning differences.*

Sources of Evidence

- *Syllabus*
- *Interviews*
- *Videos*
- *Written papers/research*
- *Case Studies*
- *Candidate Work Samples with Feedback*
- *Candidate PBA (performance-based assessment)*

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, 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 – *The EPP provides sufficient evidence for all five performance indicators in Standard 2. Evidence includes candidate work samples, syllabi, video review, and interviews. The candidates and EPP provided evidence of reflective practices to ensure reflective teaching and learning occurs. Throughout the different syllabi and aligned artifacts the candidates receive instruction that that advances their understanding of building upon and connecting knowledge.*

Sources of Evidence

- *Syllabi: ED 321, ED 429, ED 460, ED 345, Ed 445, and ED 447*
- *Completer Interview*

- *Candidate work samples*
- *Candidate portfolio*
- *Candidate PBA (performance-based assessment)*

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.
- 2(p) The teacher values the cultural resources (language, history, indigenous knowledge) of American Indian students and their communities.

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

2.3 Analysis – *Dispositions of candidates are articulated through core coursework from the candidates and the feedback provided by faculty. The candidates articulate an understanding of educational theory and cultural perspectives.*

Sources of Evidence

- *Candidate portfolios*
- *Candidate unit submissions*
- *Feedback from faculty*
- *Syllabi: ED 429*
- *Candidate poster presentations*
- *Candidate PBA (performance-based assessment)*
- *Interview with Interns*

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 (e.g., principles of universal design for learning and culturally responsive pedagogy).

- 3(b) The teacher knows how to create respectful learning communities where learners work collaboratively to achieve learning goals.
- 3(c) The teacher knows how to collaborate with learners to establish and monitor elements of safe and productive learning environments including norms, expectations, routines, organizational structures, and multiple levels of behavioral interventions.
- 3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments, including virtual spaces.
- 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 – *The EPP provides sufficient evidence for indicators 3(a) through 3(e) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including papers and philosophy statements, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. In the case of indicators 3(a), 3(b) and 3(c), evidence provided does not include work from the 2020 academic year, or in some cases provides one piece of work from students for the Fall of 2020. Some of the assignments in these courses are extremely powerful, one example is that of the TIC for the culturally responsible teacher.*

Sources of Evidence

- *Culturally Responsive Educator Poster*
- *Tech Portfolio*
- *Project Based Assessments*
- *Classroom Management Plan*
- *TIC CRT Power Point Project*

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 diverse local and global ideas.
- 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, collaborating with them to make appropriate adjustments, and employing multiple levels of behavioral interventions.
- 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 – *The EPP provides sufficient evidence for indicators 3(f) through 3(m) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Candidates are assessed in ED 345, 424, 426, and 429 in elementary and ED 447 and 460 in secondary. The EPP provides cycles of data for at least three years covering PBAs which support indicators 3(f), 3(h), 3(i), 3(k) 3(l) and 3(m).*

Sources of Evidence

- *Performance Based Assessments (three cycles of data)*
- *Portfolio (three cycles of data)*
- *Tech Portfolio*

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 and develop rapport 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 – The EPP provides sufficient evidence for indicators 3(n) through 3® to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Candidates are assessed in ED 429, and 460. The EPP provides cycles of data for at least three years covering portfolios and PBAs which support indicators 3(n) through 3(r).

Sources of Evidence

- Performance Based Assessment
- Portfolios

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

Knowledge

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provided sufficient evidence for all knowledge indicators for Standard 4(a) – 4(e). Evidence included candidate completion rates for first time pass rates on content assessments, PRAXIS scores in content areas, and completer data. Additional data was gathered through candidate interviews.

Sources of Evidence

- *Completer data*
- *First time pass rate for content assessments*
- *Candidate PBA (performance-based assessment)*
- *Candidates work with faculty feedback – feedback that is individualized for the candidate*
- *Syllabi: ED 429, ED 345, ED 426, ED 445, and ED 460*
- *Completer interviews*
- *Portfolio submissions*

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 – *The EPP provides sufficient evidence for indicators 4(f) through 4(n). Evidence includes the Candidate Performance Based Assessments for both elementary and secondary, candidate lesson plans and unit plans, and candidate interviews.*

Sources of Evidence

- *Candidate PBAs*
- *Candidate lesson/unit plans*
- *Candidate reflections*
- *Completer interviews*
- *Candidate portfolios*
- *Candidate technology portfolios*

Disposition

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He/she 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 – *Dispositions are tracked through core coursework by candidates and evaluated by EPP faculty. Candidates build a portfolio and capture their beliefs, perspectives, and reflections through their PBAs.*

Sources of Evidence

- *Syllabi: ED 460 and ED 429*
- *Candidate PBAs*
- *Candidate portfolios*
- *Faculty feedback*

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, 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 mindedness) 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 multiple forms of communication as vehicles for learning across disciplines and 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 mindedness and multiple perspectives and how to integrate them into the curriculum.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The EPP provides sufficient evidence for indicators 5(a) through 5(h) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and Portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 5(a) and 5(b) require a look into elementary standards 4 and 5, and secondary content standards 4 and 5. The EPP provided tech portfolios for indicators 5(c) and 5(d) from ED 424. There are 14 portfolios available for review, but access was not available for close to half of the 14-portfolio links in Google. Indicators 5(e) through 5(h) host evidence from ED 321, 345, 447, and 460.

Sources of Evidence

- *Technology Portfolios*
- *Performance Based Assessments*

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 develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied cultures, audiences and purposes.
- 5(m) The teacher engages learners in challenging assumptions, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(n) 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(o) 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 – *The EPP provides sufficient evidence for indicators 5(i) through 5(o) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. The EPP provided tech portfolios from ED 424. Indicators 5(i) through 5(o) host evidence from courses: ED 345, 424, 447, and 460.*

Sources of Evidence

- *Performance Based Assessments*
- *Tech Portfolios*
- *TIC and Culturally Responsive Assignment*

Disposition

- 5(p) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(q) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

- 5(r) 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 – The EPP provides sufficient evidence for indicators 5(p), 5(q), and 5(r) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 5(p) through 5(r) hold evidence from course: ED 429.

Sources of Evidence

- PBAs
- Portfolios

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.
- 6(h) The teacher understands the ethical responsibilities in selection, administration, and evaluation of student assessment and handling of student assessment data.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – *The EPP provides sufficient evidence for indicators 6(a) – 6(g). Evidence includes candidate PBAs, interviews, and candidate work samples.*

Sources of Evidence

- *Syllabi: ED 318, ED 426, ED 429, SE 322, and ED 321*
- *Interviews*
- *Assessment examples from ED 318*
- *Assessment score analysis*
- *Shoe tying exam*
- *Feedback from faculty that is individualized and personalized to the candidates*

Performance

- 6(i) The teacher balances the use of an effective range of formative and summative assessment strategies to support, verify, and document learning.
- 6(j) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(k) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.
- 6(l) 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(m) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(n) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(o) 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(p) 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(q) 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 – The EPP provides sufficient evidence for indicators 6(l) – 6(q). Evidence includes candidate PBA submissions and technology portfolios.

Sources of Evidence

- Syllabi: ED 426, ED 429, ED 318 and ED 424
- Candidate PBA submission
- Candidate Technology Portfolio from ED 424

Disposition

- 6(r) 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(s) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(t) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(u) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(v) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(w) 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 – The EPP provides sufficient evidence indicators 6(r) – 6(w). The EPP shared candidate portfolios and PBAs, which provided evidence through the educator as an evaluator section.

Sources of Evidence

- Syllabi: Ed 429, ED 426, and ED 424
- Candidate portfolios
- Candidate PBAs
- Candidate technology portfolios

- *Candidate reflections on assessment*
- *Shoe tying exam*

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, professional organizations, community organizations, community members).

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – *The EPP provides sufficient evidence for indicators 7(a) through 7(g) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including papers, projects and Portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 7(a) through 7(g) hold evidence from courses: ED 321, 345, 424, 426, and 429, 447 and 460; and SE 428.*

Sources of Evidence

- *Cultural Affirmation Paper*
- *Differentiation, Adaptation, and Accommodation Project*
- *Portfolio*

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 – *The EPP provides sufficient evidence for indicators 7(h) through 7(m) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 7(h) through 7(m) show evidence from courses: ED 426, 429, 447 and 460; and SE 431.*

Sources of Evidence

- *Project Based Assessment*
- *Portfolio*
- *Behavior Intervention Plan Paper*

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 is committed to using short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher is committed to reflecting on the effectiveness of lessons and seeks to revise plans to meet changing learner needs and circumstances.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.3 Disposition		X	

7.3 Analysis – *The EPP provides sufficient evidence for indicators 7(n) through 7(q) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 7(n) through 7(q) show evidence from courses: ED 321, 426, 429.*

Sources of Evidence

- *Portfolios*
- *PBAs*

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 types 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 an effective range of developmentally, culturally, and linguistically responsive instructional strategies to achieve learning goals.
- 8(c) The teacher knows when and how to use effective 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 connections.
- 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 – The EPP provides sufficient for the indicators 8(a) – 8(f). Evidence is found in syllabi, numerous assignments, performance-based assessments, and portfolio submissions. Candidates show evidence on lesson adaptability for all learner types. Evidence is provided through reflections and research.

Sources of Evidence

- Syllabi: ED 321, ED 345, ED 429, and RE 309
- Candidate unit plans and lesson plans
- Candidate portfolio submissions
- Candidate PBA submissions
- Interviews

Performance

- 8(g) The teacher uses appropriate strategies and resources to adjust instruction to meet 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/or 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 methods of communication.
- 8(o) The teacher asks questions to stimulate discussions that serve different purposes.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – The EPP provides sufficient evidence for all indicators 8(g) – 8(o). Evidence includes PBAs, portfolios, interviews, and candidate work examples.

Sources of Evidence

- Interviews
- Candidate submissions of Performance-Based Assessments
- Candidate submissions of Portfolios
- Lesson Plan submissions

Disposition

- 8(p) The teacher is committed to deepening awareness and understanding of the strengths and needs of diverse learners when designing flexible 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 adjusting instruction to learner responses, ideas, and needs.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.3 Disposition		X	

8.3 Analysis – The EPP provides sufficient evidence for indicators 8(p) – 8(s). Candidates build their portfolios and develop their performance-based assessments throughout their courses, adding information with each course.

Sources of Evidence

- Interviews
- Feedback from faculty on assignments
- Syllabi: ED 424, ED 321, ED 429 and RE 340
- Lesson Plans shared
- Portfolio examples

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 and responsibilities related to the learner (e.g., 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 understands professional responsibilities (e.g., responsibilities to the profession, for professional competence, to students, to the school community, and regarding the ethical use of technology).
- 9(f) The teacher understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.
- 9(g) The teacher knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities. *

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

9.1 Analysis – *The EPP provides sufficient evidence for indicators 9(a) through 9(g) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including classroom activities, TIC, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 9(a) through 9(e) and 9(g) show evidence from courses: ED 214, 345, 424, 447 and 460. Indicator 9(f) is not met in any of the courses, although the EPP has indicated that there are new assignments starting Fall 2021 that incorporate this indicator into two classes, ED 452 and 430.*

Sources of Evidence

- *Legal Decision Assignment*

- PBAs
- *Culturally Responsive Educator Poster*

Performance

- 9(h) 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(i) 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(j) 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(k) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(l) The teacher identifies and reflects on his/her own beliefs and biases and utilizes resources to broaden and deepen his/her own understanding of cultural, ethnic, gender, and learning differences to develop reciprocal relationships and create more relevant learning experiences.
- 9(m) 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.
- 9(n) The teacher builds and implements an Individualized Professional Learning Plan (IPLP) 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.
- 9(o) The teacher engages in respectful inquiry of diverse historical contexts and ways of knowing, and leverages that knowledge to cultivate culturally responsive relationships with learners, families, other professionals, and the community.

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

9.2 Analysis – *The EPP provides sufficient evidence for indicators 9(h) through 9(o) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including IPLPs and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 9(h) through 9(n) show evidence from courses: ED 345, 424, 447, and 460. Indicator 9(o) had no evidence to support candidate achievement.*

Sources of Evidence

- IPLPs
- Portfolio
- TIC and CRT presentation

Disposition

- 9(p) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(q) The teacher is committed to culturally responsive teaching.
- 9(r) 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(s) 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 – *The EPP provides sufficient evidence for indicators 9(p) through 9(s) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including IPLPs, and Portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 9(p) through 9(s) show evidence from courses: ED 345, 214, 426, 429, 447, and 460.*

Sources of Evidence

- PBAs
- Legal Decision-Making Assignment
- IPLP

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.
- 10(e) The teacher understands the value of leadership roles at the school, district, state, and/or national level and advocacy for learners, the school, the community, and the profession.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The EPP provides sufficient evidence for all knowledge indicators 10(a) through 10(e). Evidence includes the Candidates PBA, interviews, and information in the portfolios.

Sources of Evidence

- *Portfolios (under The Dedicated Professional)*
- *Performance-Based Assessment*
- *Unit and Lesson Plans with reflection and feedback*
- *Interviews*
- *IPLP*

Performance

- 10(f) 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(g) The teacher works with other school professionals to plan learning experiences that meet the diverse needs of learners.
- 10(h) The teacher engages collaboratively in the school wide efforts to build a shared vision and supportive culture.
- 10(i) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(j) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

- 10(k) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(l) The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.
- 10(m) The teacher uses and generates meaningful inquiry into education issues and policies.
- 10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact change.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – The EPP provides sufficient evidence for all performance indicators 10(f) through 10(n). Evidence included interviews, portfolio submissions, and assessments.

Sources of Evidence

- Syllabi: ED 460, ED 321, and ED 424
- Performance-Based Assessments
- Candidate portfolio submissions
- Interviews

Disposition

- 10(o) 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(p) The teacher is committed to working collaboratively with learners and families in setting and meeting challenging goals, while respecting families’ beliefs, norms, and expectations.
- 10(q) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(r) The teacher takes responsibility for contributing to and advancing the profession.
- 10(s) 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 – The EPP provided sufficient evidence for indicators 10(o) – 10(s). Dispositions are tracked through core coursework by candidates and EPP faculty.

Sources of Evidence

- *Candidate portfolios*
- *Performance-based assessments*
- *Interviews*

Summary

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

Areas for Consideration

- *While the programs taught candidates about culturally responsive teaching, opportunities to enact such practices were limited.*

Recommended Action on Idaho Core Teaching Standards

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

STATE SPECIFIC REQUIREMENTS

IDAHO COMPREHENSIVE LITERACY STANDARDS

Standard 1: Foundational Literacy Concepts. *The teacher demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction.*

Knowledge

- 1(a) The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.
- 1(b) The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.
- 1(c) The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

Standard 1 Foundational Literacy Concepts	Unacceptable	Acceptable	Exemplary
1.1 Knowledge	X		

1.1 Analysis – *Instructor feedback, coursework concept mapping, and the course syllabi provide sufficient evidence of indicators 1(a) and 1(c). For indicator 1(b) candidate lesson plans do not sufficiently demonstrate candidate understanding of decoding written language to include grade level phonics and word analysis, and the impact on comprehension.*

Sources of Evidence

- Lesson Plans (phonemic awareness, phonics)
- Required Coursework (concept mapping)
- Instructor feedback
- Syllabi

Performance

- 1(d) The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.
- 1(e) The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.
- 1(f) The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

Standard 1 Foundational Literacy Concepts	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Final lesson plans with candidate reflections, exam content, and candidate case studies with rubric feedback provide sufficient evidence candidates can apply foundational literacy concepts using research-based best practices in lesson planning and literacy instruction.

Sources of Evidence

- Final lesson plans
- Exam content
- Candidate lesson reflections
- Instructor feedback
- Candidate case studies

Standard II: Fluency, Vocabulary Development and Comprehension. The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners.

Knowledge

- 2(a) The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.
- 2(b) The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.
- 2(c) The teacher understands text complexity and structures and the importance of matching texts to readers.
- 2(d) The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(e) The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(f) The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

Standard 2 Fluency, Vocabulary, Development, and Comprehension	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Candidate lesson plans, course exams, and coursework including text complexity analyses and reading response prompts demonstrate candidate understanding of fluency, vocabulary, and comprehension knowledge.

Sources of Evidence

- Course exam
- Required course work (analyses, responses)
- Candidate lesson plans

Performance

- 2(g) The teacher identifies a variety of high-quality literature and texts within relevant content areas.
- 2(h) The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.
- 2(i) The teacher can analyze texts to determine complexity in order to support a range of readers.
- 2(j) The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(k) The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(l) The teacher uses oral and silent reading practices selectively to positively impact comprehension.

Standard 2 Fluency, Vocabulary, Development, and Comprehension	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Candidate case studies and diagnostic reports, instructor feedback through rubrics, lesson plans, and book assignments including text analyses provided ample evidence of candidate performance in fluency, vocabulary, and comprehension.

Sources of Evidence

- *Required course work (adolescent book assignments, text analyses)*
- *Instructor completed rubrics*
- *Candidate lesson plans*
- *Candidate case studies*
- *Syllabi*
- *Diagnostic Reports*

Standard III: Literacy Assessment Concepts. *The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.*

Knowledge

- 3(a) The teacher understands terms related to literacy assessment, analysis, and statistical measures.
- 3(b) The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.
- 3(c) The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.
- 3(d) The teacher understands how to use literacy assessment results to inform and guide intervention processes.
- 3(e) The teacher knows how to measure and determine students’ independent, instructional, and frustration reading levels.
- 3(f) The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

Standard 3 Literacy Assessment Concepts	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *Course assessment responses, case studies, and course syllabi provide evidence candidates demonstrate sufficient knowledge of literacy assessment concepts.*

Sources of Evidence

- *Candidate case studies*
- *Syllabi*
- *Required coursework (assessment responses)*

Performance

- 3(g) The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.
- 3(h) The teacher utilizes literacy assessment results to inform and guide intervention processes.
- 3(i) The teacher can measure and determine students' independent, instructional, and frustration reading levels.
- 3(j) The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

Standard 3 Literacy Assessment Concepts	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Course assessment responses, case studies with literacy assessment administration results and analysis recommendations, in addition to feedback from course instructor, and course syllabi, provide sufficient evidence for indicators 3(g, i, j) of candidate performance in literacy assessment concepts. Indicator 3(h) evidence lacked a sufficient connection between assessment administration results candidates used to inform and guide intervention processes.

Sources of Evidence

- Candidate case studies
- Instructor rubric with feedback
- Required coursework (assessment responses)

Standard IV: Writing Process. The teacher incorporates writing in his/her instructional content area(s). The teacher understands, models, and instructs the writing process, including but not limited to: pre-writing, drafting, revising, editing, and publishing. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher incorporates ethical research practices using multiple resources. The teacher fosters written, visual, and oral communication in a variety of formats. (Applies to all endorsements that can be added to a Standard Instructional Certificate)

Knowledge

- 4(a) The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.
- 4(b) The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.
- 4(c) The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.

- 4(d) The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.
- 4(e) The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.
- 4(f) The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.
- 4(g) The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
- 4(h) The teacher understands the impact of motivation and choice on writing production.

Standard 4 Writing Process	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi, coursework including reading responses and writing journals, and course lesson plans demonstrate sufficient evidence candidates have knowledge of the writing process.

Sources of Evidence

- Course syllabi
- Required coursework (reading responses, journal writing)
- Course lesson plans

Performance

- 4(i) The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.
- 4(j) The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.
- 4(k) The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.
- 4(l) The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).
- 4(m) The teacher assesses components of effective writing in the content-areas, including utilizing quality rubrics.
- 4(n) The teacher scaffolds instruction for a range of student writers.
- 4(o) The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
- 4(p) The teacher utilizes choice to motivate writing production.

Standard 4 Writing Process	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provided candidate coursework of reading responses and writing journals, in addition to course lesson plans, specific writing analyses, assessment content, and instructor feedback show sufficient evidence of candidate writing process performance for indicators 4(i-m).

Sources of Evidence

- Required coursework (reading responses, journal writing)
- Course lesson plans
- Writing analyses
- Course assessment content
- Instructor coursework feedback

Summary

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

Areas for Consideration

- Candidates could benefit from enhanced opportunities to build knowledge in foundational literacy concepts for grade-level phonics and word analysis and their relationship to comprehension.
- EPP program could strengthen performance on assessment standard 3 through additional opportunities for candidate to align assessment administration results to intervention practices specifically. Evidence showed weak alignment of foundational skills assessment to specific intervention practices.

Recommended Action on Idaho Comprehensive Literacy Standards

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

PRE-SERVICE TECHNOLOGY STANDARDS

ISTE STANDARDS FOR TEACHERS

Effective teachers’ model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

ISTE Standards • Teachers

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1. ***Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.***
 - a. Promote, support, and model creative and innovative thinking and inventiveness
 - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
 - c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes
 - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

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

Standard 1 Analysis – *The EPP did not provide sufficient evidence to support assessment of Standard 1. Provided syllabi and corresponding key assignment descriptions from Fall 2017 to Summer 2021 indicate a lack of evidence for how candidates learn, understand and implement the Pre-Service Technology Standards. Evidence did not demonstrate candidates’ knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in face to face and virtual environments. Throughout the review, there was some evidence of candidates receiving instruction that advances their learning of digital tools; however, there was no evidence to support any of the indicators. An additional area to note was the lack of types of evidence provided and the inability to review the majority of the provided student examples due to access issues. A review of past syllabi and corresponding assignment descriptions for courses ED 224 and ED 424 (Fall 2017-Summer 2021) show alignment with the 2017 ISTE standards rather than the state specific requirements. Conversation with the faculty and the program director confirmed this practice.*

The EPP provided revised syllabi and updated key assessment descriptions for courses ED 224 and ED 424 implemented in the Fall 2021 semester. Components of the revised syllabi and new key assessments are projected to become part of a new 3-credit course in future semesters. The revised syllabi and corresponding assignments demonstrate alignment to the Pre-Service Technology Standards. Documentation of the alignment between the 2017 ISTE standards and the state specific standards was provided. These artifacts suggest current and future alignment to Standard 1. Sufficient evidence of this recent change in course curriculum is not yet available.

Sources of Evidence

- *ED 224 Course Syllabi (Fall 2017-Summer 2021)*
- *ED 424 Course Syllabi (Fall 2017-Summer 2021)*
- *Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)*
- *ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)*
- *Fall 2021 ED 224 Syllabi*
- *Fall 2021 ED 424 Syllabi*
- *ISTE/Idaho Crosswalk Spreadsheet*
- *Assessment Rubrics Fall 2021 (ED 224 and ED 424)*
- *Communication (email and verbal) with Faculty member and Program Director*

2. Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

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

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

Standard 2 Analysis- *Artifacts show the EPP has not provided sufficient learning experiences for candidates to design and develop digital age learning experiences and assessments as outlined in*

Standard 2. Artifacts provided limited evidence that candidates can design, develop, and evaluate authentic learning experiences. Assignment descriptions and rubrics show intention for candidates to learn and be assessed on some indicators, yet student examples (TIPs and PBAs) do not adequately show that candidates are learning different modalities for assessing students. Conversation with the program director provided information regarding a requirement for Candidates to create one lesson plan with a technology integration component; however, the lesson plan does not require a specific set of requirements beyond what is indicated in the rubric for design at the various levels. Student example artifacts were limited to Performance Based Assessments (PBAs) and Technology Integration Portfolios (TIPs) (if accessible). As mentioned previously, the EPP revised the course content and delivery of ED 224 and ED 424 in Fall 2021. The provided updated syllabi and assessment description suggest current and future alignment to Standard 2. Sufficient evidence of this recent change in course curriculum is not yet available.

Sources of Evidence

- Performance Based Assessments (Lesson plans)
- ED 224 Course Syllabi (Fall 2017-Summer 2021)
- ED 424 Course Syllabi (Fall 2017-Summer 2021)
- Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)
- ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)
- Fall 2021 ED 224 Syllabi
- Fall 2021 ED 424 Syllabi
- ISTE/Idaho Crosswalk Spreadsheet
- Assessment Rubrics Fall 2021 (ED 224 and ED 424)
- Communication (email and verbal) with Faculty member and Program Director

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

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

Standard 3	Unacceptable	Acceptable	Exemplary
Model digital age work and learning		X	

Standard 3 Analysis – Alignment was found between the coursework requirements in ED 224/ED 424 (prior to Fall 2021) and Standard 3. Evidence was shown through the ISTE Assignment Alignment Document and the full assignment descriptions linked within the document. Multiple ways to model digital age work and learning was evidenced throughout these documents. The Technology Integration Portfolio student examples as well as communication with faculty and the program director provided additional evidence that supports successfully meeting this Standard.

Sources of Evidence

- Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)
- ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)
- Communication (email and verbal) with Faculty member and Program Director

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

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

Standard 4	Unacceptable	Acceptable	Exemplary
Promote and model digital citizenship and responsibility		X	

Standard 4 Analysis – The EPP submitted evidence aligned with Standard 4 and the majority of individual indicators (4a, 4b, 4c). Evidence indicates candidates are able to demonstrate their knowledge of promoting digital etiquette and responsible social interactions. This was evidenced in the Digital Citizen Infographic and Tech-Rich Lesson Planning assignment embedded within ED 224 and ED 424. After reviewing several TIP student examples, it was evident that the Candidates understand how to model the use of technology.

Sources of Evidence

- Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)
- ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)

- *Communication (email and verbal) with Faculty member and Program Director*

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

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

Standard 5	Unacceptable	Acceptable	Exemplary
Engage in professional growth and leadership	X		

Standard 5 Analysis – *While evidence for some indicators in Standard 5 was provided, the EPP did not provide sufficient evidence to demonstrate full alignment to this standard. Provided syllabi and corresponding key assignment descriptions from Fall 2017 to Summer 2021 indicate a lack of evidence of candidates’ ability to evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools (5c). Additionally, evidence supporting candidates’ contribution to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community was not available (5d). An additional area to note was the lack of types of evidence provided and the inability to review the majority of the provided student examples due to access issues. As was the case with the other standards, a review of past syllabi and corresponding assignment descriptions for courses ED 224 and ED 424 (Fall 2017-Summer 2021) show alignment with the 2017 ISTE standards rather than the state specific requirements. Conversation with the faculty and the program director confirmed this practice. The EPP revised the course content and delivery of ED 224 and ED 424 in Fall 2021. The provided updated syllabi and assessment description suggest current and future alignment to Standard 2. Sufficient evidence of this recent change in course curriculum is not currently available.*

Sources of Evidence

- *Performance Based Assessments (Lesson plans)*
- *ED 224 Course Syllabi (Fall 2017-Summer 2021)*
- *ED 424 Course Syllabi (Fall 2017-Summer 2021)*
- *Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)*

- *ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)*
- *Fall 2021 ED 224 Syllabi*
- *Fall 2021 ED 424 Syllabi*
- *ISTE/Idaho Crosswalk Spreadsheet*
- *Assessment Rubrics Fall 2021 (ED 224 and ED 424)*
- *Communication (email and verbal) with Faculty member and Program Director*

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Standard	5	3	2	

Areas for Consideration

- *The EPP would benefit from the development of an alignment for the Pre-Service Technology Standards to indicators for the standards.*
- *The EPP would benefit from developing mechanisms to measure candidates' ability to demonstrate Pre-Service Technology Standards in multiple settings (i.e. practicum and field experiences)*
- *Teacher education program candidates would benefit from having learning experiences aligned to Pre-Service Technology Standards woven throughout all coursework*
- *The EPP would benefit from integrating objectives and assessments that address cultural understanding and global awareness*
- *The EPP would benefit from engaging with colleagues and students of other cultures using digital age communication and collaboration tools*

Recommended Action on Pre-Service Technology Standards

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

IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.

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

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

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

Standard 1 Analysis – EPP provides sufficient evidence for indicators (a), (b), (c), (d), (e), and (f) to demonstrate that the program is designed to meet the standard. Interviews confirmed OSTEs know which assessment tools are to be used and some calibration work is done with the university. (a) and (b) – documentation confirms the guidelines, building administrator confirms during the placement process. (e) – one aspect from the interviews to consider is providing ongoing training for the OSTEs in using the Danielson Evaluation tool.

Sources of Evidence

- 2021 Clinical Handbooks for Secondary
- 2021 Clinical Handbook for Elementary
- Mentor Teacher (OSTE) Interviews
- Survey Report

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

- 2(a) The EPP supervisor has P-12 education certified field experience.
- 2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.
- 2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.
- 2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

Standard 2	Unacceptable	Acceptable	Exemplary
Educator Preparation Program (EPP) Supervisor		X	

Standard 2 Analysis – *EPP provides sufficient evidence for indicators (a), (b), (c), and (d) to demonstrate that the program is designed to meet the standard. The Handbooks outline the supervisor qualifications. The process document describes the process for rater reliability. The Advisory Board Interview supported the dispositions of the supervisors. (c) – limited evidence to indicate when or how the evaluation results are shared with the mentors (supervisors).*

Sources of Evidence

- 2021 Clinical Handbooks for Secondary
- 2021 Clinical Handbook for Elementary
- Process document
- Advisory Board Interview

Standard 3: Partnership.

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

Standard 3	Unacceptable	Acceptable	Exemplary
Partnership		X	

Standard 3 Analysis – *EPP provides sufficient evidence for indicators (a) and (b) to demonstrate that the program is designed to meet the standard through the handbooks and interviews.*

Sources of Evidence

- 2021 Clinical Handbooks for Secondary
- 2021 Clinical Handbook for Elementary

- *Advisory Board Interview*
- *Advisory Board Meeting Minutes (sample)*

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

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

Standard 4	Unacceptable	Acceptable	Exemplary
Student Teacher		X	

Standard 4 Analysis – *EPP provides sufficient evidence for indicators (a), (b), (c), (d), and (e) to demonstrate that the program is designed to meet the standard through the handbook, crosswalk document, and disposition summary report. Internship Coordinator utilizes a variety of software systems to ensure candidates are eligible.*

Sources of Evidence

- *2021 Clinical Handbooks for Secondary*
- *2021 Clinical Handbook for Elementary*
- *Crosswalk document*
- *Disposition summary report*

Standard 5: Student Teaching Experience

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

Standard 5	Unacceptable	Acceptable	Exemplary
Student Teaching Experience		X	

Standard 5 Analysis – EPP provides sufficient evidence for indicators (a), (b), (c), (d), (e), (f), (g), and (h) to demonstrate that the program is designed to meet the standard.

Sources of Evidence

- 2021 Clinical Handbooks for Secondary
- 2021 Clinical Handbook for Elementary
- Crosswalk document

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Model Preservice Student Teaching Experience Standards	5		5	

Areas for Consideration

- Consider ongoing training for OSTEs regarding their Danielson Evaluation requirements.
- Consider a more systemic or centralized repository to be shared across programs for eligibility, placements, and candidate performance.
- Consider compiling a summative report to be shared with the Advisory Board when discussing the PBA or Danielson Evaluation data.

Recommended Action on Model Preservice Student Teaching Experience Standards

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

INSTITUTIONAL RECOMMENDATIONS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Idaho educator preparation programs complete an Institutional Recommendation to the State Department of Education verifying that the candidate has met all the requirements as defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Standard 1: State Board Approved Program - Educator preparation program had a State Board approved program for initial certification for each area of endorsement indicated on candidate’s institutional recommendation.

Standard 1	Unacceptable	Acceptable	Exemplary
State Board Approved Program		X	

Standard 1 Analysis – Institutional recommendations (IRs) provided by the EPP demonstrate that candidates for initial certification (audited candidates) received one (1) or more endorsements for State Board-approved programs. Of 18 audited candidates—roughly 10% of completers recommended for IRs in 2018, 2019, and 2020—all 18 received one (1) or more endorsements for State Board-approved program(s). IRs were compared against the SDE document “Approved Idaho Educator preparation Programs by Institution” (<https://www.sde.idaho.gov/cert-psc/psc/standards.html>), which documents all teacher preparation programs for initial certification approved by the Idaho State Board of Education.

Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.

Standard 2	Unacceptable	Acceptable	Exemplary
Content Knowledge Assessment		X	

Standard 2 Analysis – Praxis II score reports from audited candidates provide evidence the EPP takes a systematic approach to assure each candidate receives a passing score on a State Board approved content area assessment for each recommended area of endorsement. Content area assessments applied to 34 endorsements across 18 audited candidates. Of 34 endorsements, one (1) content area assessment was not the correct assessment for the endorsement granted. Upon request of a passing content area assessment for the correct endorsement, the EPP acknowledged the error, identified the reason for the error, contacted the completer to disclose the error, and provided a means for the completer to take the correct assessment at no cost to the completer. In addition, the EPP identified the most expeditious route by which the completer may gain endorsement in the area in which they have passed a content area assessment. The error appears

to be a single instance and not indicative of a systematic shortfall. The EPP's response to discovery of the error was immediate and appropriate.

Standard 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.

Standard 3	Unacceptable	Acceptable	Exemplary
Pedagogy		X	

Standard 3 Analysis – Official transcripts, unofficial transcripts, degree audit spreadsheets, and LCSC catalogs provide evidence that recommended candidates demonstrate competency in pedagogy for each recommended area of endorsement. Of 18 audited candidates, all received passing grades in pedagogy coursework as identified for each endorsement granted.

Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.

Standard 4	Unacceptable	Acceptable	Exemplary
Performance Assessment		X	

Standard 4 Analysis – Common summative assessments from audited candidates provide evidence that candidates who receive an institutional recommendation receive a basic or higher rating in all components of the Idaho framework for teaching evaluation. Of 18 audited candidates who received an institutional recommendation, all received a basic or higher in all components of the approved Idaho framework.

Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.

Standard 5	Unacceptable	Acceptable	Exemplary
Clinical Experience		X	

Standard 5 Analysis – A placement table provided by the EPP provides evidence that audited candidates complete clinical experience in each recommended grade range and area of endorsement. Of 18 audited candidates, all completed a clinical experience in the appropriate grade range and area of endorsement. The EPP does not have a placement office or standardized protocol for clinical experience placement, relying on faculty "mentors" with deep connections to the local K-12 community to place students in clinical experiences that best meet the needs of each student. Based on this evidence, the current, individualized placement process appears to work, though lack of standardized protocol may prove problematic over time with personnel change both within and outside of LCSC and the resulting loss of institutional knowledge.

Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.

Standard 6	Unacceptable	Acceptable	Exemplary
Student Achievement	X		

Standard 6 Analysis – A table of Performance-Based Assessment (PBA) Summary Scores provides evidence of some audited candidates' demonstrated ability to create student learning objectives. Of 18 audited candidates, 12 had a PBA score. The PBA, a key assessment, appears to have been a recent addition (2019 program completers) to the EPP's educator preparation programs, so not all audited candidates have evidence of a PBA. Because a pre-assessment element is missing from the PBA, the PBA does not provide evidence of a candidate's ability to produce measurable student achievement. Evidence was not maintained for candidates completing prior to 2019.

Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).

Standard 7	Unacceptable	Acceptable	Exemplary
Individualized Professional Learning Plan		X	

Standard 7 Analysis – Completed individualized professional learning plans (IPLPs) provides evidence that candidates recommended for certification complete an IPLP prior to receiving an institutional recommendation from the EPP. Of 18 audited candidates, all had a signed IPLP on file.

Standard 8: Adding Endorsements Only – Educator preparation program issued institutional recommendation once the content, pedagogy, and performance had been demonstrated by the candidate for each area of endorsement. For candidates that are adding endorsements, the program is not required to be a State Board approved program for initial certification.

Standard 8	Unacceptable	Acceptable	Exemplary
Adding Endorsement Only	NA	NA	NA

Standard 8 Analysis – No audited records included those for candidates adding endorsement only.

Standard 9: Administrator Certificates Only – Recommended candidate for an administrator certificate demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state’s framework for evaluation.

Standard 9	Unacceptable	Acceptable	Exemplary
Administrator Certificates Only	NA	NA	NA

Standard 9 Analysis – Administrator programs are not offered at the EPP.

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Institutional Recommendations	7	1	6	

Areas for Consideration

- *If passage of the PBA is intended to verify the candidate’s ability to create student learning objectives and produce measurable achievement or success for IR purposes, the EPP may consider the addition of a pre-assessment to the PBA to ensure the PBA can provide evidence of a candidate’s ability to produce measurable student achievement.*
- *The EPP may consider a consistent process by which all content area assessments are checked for alignment to recommended endorsements in advance of the IR signature.*

Recommended Action on Institutional Recommendations

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

IDAHO STANDARDS FOR ELEMENTARY EDUCATION 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.*

Knowledge

- 1(a) The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.
- 1(b) The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.
- 1(c) The teacher recognizes the role of inquiry and exploration in learning and development.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *The program provides sufficient evidence through Case Studies and Lesson Plans that candidates have adequate knowledge of how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas; that they understand the cognitive processes of attention, memory, sensory processing, and reasoning; the role of inquiry and exploration in learning and development (1a, 1b, 1c).*

Sources of Evidence

- Case studies
- Lesson plans

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 that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.
- 2(b) The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis - The program provides sufficient evidence through lesson plans, projects, posters, portfolios, unit plans that candidates understand that there are multiple levels of intervention and that they recognize the advantages of beginning with the least intrusive for the student and that culturally responsive pedagogy is necessary to create the most inclusive learning environment (2a, 2b).

Sources of Evidence

- lesson plans
- projects
- posters
- portfolios
- unit plans

Performance

- 2(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.
- 2(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.
- 2(e) The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – The program provides sufficient evidence through lesson plans, project, posters, portfolios, unit plans that candidates appropriately and effectively collaborate with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners (2c).

The program provides sufficient evidence through lesson plans, project, posters, portfolios, unit plans that candidates systematically progress through the multiple levels of intervention, beginning with the least intrusive for the student (2d).

The program provides insufficient evidence that candidates actively engage the school environment, families, and community partners to enact culturally responsive pedagogy. Specifically, the enactment (planning and teaching) of culturally responsive pedagogy was not sufficiently demonstrated across candidates (2e).

Sources of Evidence

- Lesson plans
- Project
- Posters
- Portfolios
- Unit plans

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

Knowledge

3(a) The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – The program provides sufficient evidence (through *classroom management papers, project, philosophy papers*) that candidates understand the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures (3a).

Sources of Evidence

- Classroom management papers
- Project
- Philosophy papers

Performance

3(a) The teacher consistently and effectively models, teaches, and re-teaches developmentally appropriate classroom expectations and procedures.

3(b) The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.

3(c) The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – The program provides sufficient evidence through *unit plans, reflections, lesson plans* that candidates consistently and effectively model, teach, and re-teach developmentally appropriate classroom expectations and procedures (3a).

The program provides sufficient evidence through unit plans, reflections, lesson plans that candidates utilize positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior (3b).

The program provides sufficient evidence through technology portfolios that candidates demonstrate understanding of developmentally and age-appropriate digital citizenship and responsibility (3c).

Sources of Evidence

- *unit plans*
- *reflections*
- *lesson plans*
- *technology portfolios*

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

Knowledge

- 4(a) The teacher understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- 4(b) The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.
- 4(c) The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics).
- 4(d) The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.
- 4(e) The teacher understands concepts of mathematics and child development in order to teach number sense and operations, measurement and data analysis, fractions, algebraic reasoning, and proportional reasoning, to help students successfully apply their developing skills through engaging them in the use of the mathematical practices from the Idaho mathematics standards, within many contexts.
- 4(f) The teacher understands the structure of mathematics and the connections and relationships within learning progressions.
- 4(g) 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.

- 4(h) The teacher understands the relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
- 4(i) 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.
- 4(j) The teacher understands human movement and physical activity as central elements in learning and cognitive development.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *The program provides sufficient evidence through lesson plans, unit plans, Praxis scores, exams, case studies, portfolios, projects, posters that the candidates understand concepts of each of the areas listed (language arts/literacy, language, STEM, science, mathematics, social studies, the arts, students’ well-being/health, human movement, child and cognitive development) (4a-4j).*

Sources of Evidence

- *lesson plans*
- *Praxis scores*
- *Exams*
- *Case studies*
- *projects*
- *posters*
- *portfolios*
- *unit plans*

Performance

- 4(k) The teacher models appropriate and accurate use of written and spoken language.
- 4(l) The teacher utilizes the structure of mathematics and the connections and relationships within the learning progressions in his/her instructional practice to increase student conceptual understanding in conjunction with diagnostic tools and assessment data to improve students’ mathematical ability.
- 4(m) The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The program provides sufficient evidence through lesson plans, unit plans, case studies, portfolios, projects that the candidates model appropriate and accurate use of written and spoken language and utilize diagnostic tools and assessment data to improve students' abilities in reading, writing, and mathematics.

Sources of Evidence

- lesson plans
- projects
- case studies
- portfolios
- unit 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.

Knowledge

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The program provides sufficient evidence through lesson plans, portfolios that the candidates understand the importance of providing a purpose and context to use the communication skills taught across the curriculum (5a).

Sources of Evidence

- lesson plans
- portfolios

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

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

Performance

- 7(a) The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – The program provides sufficient evidence through lesson plans, unit plans that the candidates design instruction that provides opportunities for students to learn through inquiry and exploration (7a).

Sources of Evidence

- lesson plans
- unit plans

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

Performance

- 8(a) The teacher engages all learners in developing higher order thinking skills.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis-- The program provides sufficient evidence through lesson plans, unit plans, portfolios that the candidates engage all learners in developing higher order thinking skills. (8a).

Sources of Evidence

- lesson plans
- portfolios
- unit plans

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

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

Knowledge

10(a) The teacher understands the significance of engaging in collaborative data-driven decision making.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The program provides sufficient evidence through lesson plans, unit plans, portfolios that the candidates understand the significance of engaging in collaborative data-driven decision making(10a).

Sources of Evidence

- lesson plans
- portfolios
- unit plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6	0	6	0
Performance	5	0	5	0

Areas for Consideration

- 2(e) There is a lack of evidence that candidates have ample, if any, opportunities to practice and engage culturally relevant/culturally sensitive pedagogy with groups from varying backgrounds. Program could consider adding more opportunities for candidates to put into practice what they are learning about through coursework and workshops and to make sure that these are quality experiences in that the candidates work with and alongside those who are doing such things.

Recommended Action on Idaho Standards for Elementary Education Teachers

- 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.

Knowledge

- 1(a) The teacher understands developmental levels in reading, writing, listening, viewing, and speaking.
- 1(b) The teacher understands how adolescents read, write, and make meaning of a wide range of texts, genres, and formats (e.g., literature, poetry, informational text, digital media, social media, multimodal).

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – The program provides sufficient evidence through work samples including lesson plans written, text and media evaluations, and the educational psychology section of the performance-based assessment that teacher candidates demonstrate an adequate understanding of literacy development (1a, 1b).

Sources of Evidence

- RE-309: Unit Plan/Final Project
- RE-309: Disciplinary Literacy Unit Plan Activities
- ED 445-447 Performance Based Assessment

Performance

- 1(c) The teacher creates developmentally appropriate learning experiences that take into account stages and diverse ways of learning in reading, writing, listening, viewing, and speaking.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – The program provides sufficient evidence through differentiation strategies from lesson plans and the educational psychology section of the performance-based assessment that teacher candidates create developmentally appropriate learning experiences (1c).

Sources of Evidence

- RE-309: *Disciplinary Literacy Unit Plan Activities*
- ED 445-447 *Teaching Methods in Content Areas Performance Based Assessment*

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 the theories and research needed to develop inclusive English language arts learning environments that are responsive to students’ local, national and international histories, individual and group identities, as well as languages and dialects as these affect student learning.

Standard 2 Learning Difference	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.1 Analysis – The program provides sufficient evidence through course syllabi, instructions for completing the performance-based assessment, educational psychology section of the performance-based assessment that teacher candidates have learned and demonstrate understanding of literacy theories and research to develop inclusive ELA learning environments. Little evidence of candidates being responsive to national and international histories, individual and group identities as well as languages and dialects affecting student learning. (2a).

Sources of Evidence

- ED 445-447 *Teaching Methods in Content Areas Performance Based Assessment*
- ED 460 *Professional Internships in Education 6-12 Performance Based Assessment*

Performance

- 2(b) The teacher designs and/or implements 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 – The program provides sufficient evidence through work samples from the performance-based assessment/unit plan, lesson plans, and student commentary that teacher candidates have learned and demonstrate ability to have skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. Inconsistent evidence of candidates incorporating students’ linguistic and cultural background. (2b).

Sources of Evidence

- *ED 445-447 Instructional Strategies and Classroom Management 6-12, Teaching Methods in the Content Areas Teaching Methods in Content Areas, Performance Based Assessment*
- *ED 460 Professional Internships in Education 6-12 Performance Based Assessment*

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 how to use the data for literacy learning, 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 English language arts (e.g., workshops, project-based learning, guided writing, Socratic seminars, literature circles).
- 3(b) The teacher collaborates with others to create literacy rich inclusive learning environments to help students participate actively in their own learning in English language arts.
- 3(c) The teacher understands how learner diversity impacts the English language arts classroom.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *The program provides sufficient evidence through performance-based assessments to show that candidates know how to use data for literacy learning (3a, 3b).*

The program provided sufficient evidence through the unit rationale and accommodating and adapting instruction sections of the lesson plans within the performance-based assessment that candidates understand how learner diversity impacts the English language arts classroom (3c).

Sources of Evidence

- *ED 447 Teaching Methods in the Content Areas Teaching Methods in Content Areas, Performance Based Assessment*
- *ED 460 Professional Internship in Education 6-12 Performance Based Assessment*

Performance

- 3(d) The teacher creates environments that reflect 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 English language arts

(e.g., workshops, project-based learning, guided writing, Socratic seminars, literature circles).

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – *The program provides sufficient evidence through lesson plans and the performance-based assessment that teacher candidates demonstrate performance of ability to create inclusive learning environments that help students actively participate in their own learning of ELA (3d).*

Sources of Evidence

- *Lesson Plans from ED 447 Teaching Methods in the Content Areas Teaching Methods in Content Areas, Performance Based Assessment*
- *Lesson Plans from ED 460 Professional Internship in Education 6-12 Performance Based Assessment*

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 is knowledgeable about texts (print and non-print; digital; classic, contemporary; and young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.
- 4(b) The teacher understands principles of language acquisition, dialect, and grammar systems (e.g., descriptive and prescriptive), as well as the evolution and impact of language on society.
- 4(c) The teacher understands the various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.
- 4(d) The teacher understands the use of contemporary technologies and/or digital media to compose multimodal discourse.
- 4(e) The teacher understands how to use strategies for acquiring and applying vocabulary knowledge.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The program provides sufficient evidence through course syllabi, Critical Lens assignment, and the senior project/capstone paper that teacher candidates demonstrate knowledge of a variety of texts, language acquisition, writing processes, using technologies, and strategies for acquiring and applying vocabulary knowledge (4a, 4b, 4c, 4d, 4e).

Sources of Evidence

- ENG 210 & ENG 267 course syllabi, ENG 210 Critical Lens Assignment
- ENG 431 syllabus
- ENG 499 Senior Project: Capstone Project

Performance

- 4(f) The teacher is able to use literary theories to interpret and critique a range of texts.
- 4(g) The teacher demonstrates command of the conventions of Standard English (e.g., grammar, usage, and mechanics).
- 4(h) The teacher is able to model the various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.
- 4(i) The teacher is able to model the use of contemporary technologies and/or digital media to compose multimodal discourse.
- 4(j) The teacher designs instruction using general academic and domain/content specific vocabulary.
- 4(k) The teacher is able to model how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source (e.g., bias, rhetoric, documentation practices), and quote or paraphrase the data and conclusions, while avoiding plagiarism and following standard format for citation.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The program provides sufficient evidence through the Critical Lens assignment and the capstone/final paper that teacher candidates are able to use literary theories to interpret and critique a range of texts, use the conventions of Standard English, model the various writing processes, model the use of contemporary technologies and/or digital media, designs instruction using general academic and domain/content specific vocabulary (4f, 4g, 4h, 4i, 4j).

The program does not provide consistent evidence across candidates modeling how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source (e.g., bias, rhetoric, documentation practices), and quote or paraphrase the data and conclusions, while avoiding plagiarism and following standard format for citation (4k).

Sources of Evidence

- ENG 210 Critical Lens Assignment
- ENG 449 Capstone Paper/Final Project

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 how promotion of social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society affects English language arts and literacy instruction.
- 5(b) The teacher understands research-based strategies that lend to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.
- 5(c) The teacher understands how to design instruction related to speaking and listening, promoting active participation in conversation and collaboration.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – *The program provides sufficient evidence through performance-based assessments and unit plan activities that teacher candidates demonstrate understanding research-based strategies the support students becoming independent and critical thinker and show understanding of how to design instruction related to speaking and listening to promote active participation in conversation and collaboration. A variety of strategies to promote active participation were evident within lesson plans (5a, 5b).*

There is inconsistent evidence across candidates of candidates’ understanding of how to promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society through English language arts and literacy instruction (5c).

Sources of Evidence

- ED 447/460 Performance Based Assessment
- ED 309 Unit Plan Activities

Performance

- 5(d) The teacher designs and/or implements 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(e) The teacher designs and/or implements 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(f) The teacher designs and/or implements instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so that students can become independent, critical, and strategic readers, writers, speakers, and listeners.
- 5(g) The teacher designs and/or implements 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 – *The program provides sufficient evidence through performance-based assessments, and unit plan activities that teacher candidates are able to design and/or implements instruction related to the strategic use of language conventions, a breadth and depth of texts, purposes, and complexities designs and/or implements instruction related to speaking and listening and actively engaging students in conversations and collaboration. A variety of strategies to promote active participation were evident within lesson plans. (5d, 5f, 5g).*

There is inconsistent evidence across candidates of candidates’ designing instruction to promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society through English language arts and literacy instruction (5e).

Sources of Evidence

- ED 309 Unit Plan Activities
- ED 447/460 Performance Based Assessment

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) The teacher designs 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) The teacher designs or knowledgeably selects appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
- 6(c) The teacher designs or knowledgeably selects 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.
- 6(d) The teacher responds to students’ writing throughout the students’ writing processes in ways that engage students’ ideas and encourage their growth as writers over time.
- 6(e) The teacher differentiates instruction based on multiple kinds of assessments of learning in English language arts (e.g., students’ self-assessments, formal assessments, informal assessments).
- 6(f) The teacher communicates 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 – Overall, there is insufficient evidence through mini lesson plans, and performance-based assessments of teacher candidates’ ability to design a range of authentic assessments to demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting (6a).

The program provides sufficient evidence through mini lesson plans and performance-based assessments that teacher candidates knowledgeably select appropriate reading assessments in response to reading proficiencies, and/or reading strategies. However, there is insufficient evidence of designing/selecting assessments based on student interests (6b)

The program provides insufficient evidence through mini lesson plans and performance-based assessments of teacher candidates’ ability to design or knowledgeably select assessments to promote student development as writers. Only 2 of 9 Mini Lessons met the standard. However, lesson plans within the PBA utilized writing assignments to assess content knowledge. Evidence is missing showing an explicit connection to link the writing assignments as a method to promote the development of writing (6c).

The program provides insufficient evidence through mini lesson plans and performance-based assessments showing teacher candidates designing or knowledgeably selecting appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies (6d).

The program provides insufficient evidence through mini lesson plans and performance-based assessments showing teacher candidates responding to students’ writing throughout the students’ writing processes in ways that engage students’ ideas and encourage their growth as writers over time, differentiating instruction based on multiple kinds of

assessments of learning in English language arts, and communicating with students about their performance in ways that actively involve students in their own learning (6e, 6f).

Sources of Evidence

- *ENG 386 Teaching Composition Mini-Lesson Assignment*
- *ED 447/460 Performance Based Assessment*

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) The teacher plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
- 7(b) The teacher plans 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) The teacher uses 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) The teacher uses 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 – *The program provides sufficient evidence(through the unit plan/final project, Assignment 1: Literary Works – Quantitative and Qualitative Analysis, lesson plans that teacher candidates plan instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods, plans standards based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research and relevant learning experiences utilizing a range of different texts (7a, 7b, 7c, 7d).*

Sources of Evidence

- *Unit Plan/Final Project: Assignment 1: Literary Works – Quantitative and Qualitative Analysis, Lesson Plans,*

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

Performance

- 8(a) The teacher plans and implements instruction based on English language arts curricular requirements and standards and school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies, digital media, and knowledge about students’ linguistic and cultural backgrounds.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – The program provides sufficient evidence through lesson plans within the unit plan/final project that teacher candidates demonstrate ability to implement instruction in ELA standards with a mindfulness of curricular requirements, standards, and school/community contexts. Some lesson plans integrated student interest in current social topics with ELA instruction using a variety of instructional strategies, media, and contemporary technologies (8a).

Sources of Evidence

- *Unit Plan/Final Project: Lesson Plans*

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) The teacher models literate and ethical practices in English language arts teaching, and engages in a variety of experiences related to English language arts and reflects on their own professional practices.

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

9.2 Analysis – The program provides sufficient evidence through the reflection section within the performance-based assessments that teacher candidates model literate and ethical practices in English language arts teaching (9a).

Sources of Evidence

- ED 460 Performance Based Assessment

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) The teacher engages in and reflects on a variety of experiences related to English language arts 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 – The program provides sufficient evidence through comprehensive reflection questions addressed within the performance-based assessment of teacher candidates engaging and reflecting in experiences specifically related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement (10a).

Sources of Evidence

- ED 460 Performance Based Assessment

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	5	0	5	
Performance	10	1	9	

Areas for Consideration

- Standard 6: Assessment (see notes within the report)

Recommended Action on Idaho Standards for English Language Arts Teachers

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

IDAHO STANDARDS FOR SPECIAL EDUCATION TEACHERS

IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

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

Knowledge

- 1(a) The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.
- 1(b) The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- 1(c) The teacher understands how exceptionalities can interact with development and learning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – The evidence mentioned below and the syllabus indicate EPP candidates are striving to know and understand ways students are impacted by the family, learner development, and specific areas of exceptionality in the learning environment for indicators (a), (b), and (c).

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi (ELL Unit in SE 322)

Performance

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – The evidence below supports the candidates’ ability to address developmentally appropriate learning environments (d). (e) --Evidence is sparse regarding the candidates’ ability to demonstrate understanding of the impact of primary language, culture, and family on academic/social abilities. The syllabi for these courses support the content taught.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

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

Knowledge

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

Standard 2 Learning Environments	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – The BIP and RTI assignments demonstrates candidates understand the procedures of collecting behavioral data as well as appropriate interventions (a), (b), (c), (d). The syllabi for these courses support the content taught.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

Performance

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

Standard 2 Learning Environments	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – The BIP and RTI assignments demonstrates candidates understand the procedures of collecting behavioral data as well as appropriate interventions (e), (f), (g), (h). The syllabi for these courses support the content taught.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics

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

Knowledge

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

Standard 3 Curricular Content Knowledge	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – The evidence provided of candidate work provides evidence candidates can use knowledge of both general and specialized curricula to individualize learning for indicators (a), (b), and (c). This is further supported by the course syllabi.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

Performance

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

Standard 3 Curricular Content Knowledge	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Interviews and student work provides sufficient evidence for indicators (d), (e), and (f).

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

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

Knowledge

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

Standard 4 Assessment	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The evidence below indicates candidates have a general and acceptable knowledge of assessments. One area that candidates appear to be strong in is the use of various standardized assessment tools such as the WIAT-III and WJ-IV, additionally, the RTI Project demonstrated the ability of candidates to assess behaviors and use the data to inform the interventions (a), (b), and (g). The Case Studies in both RE-340 and RE-342 demonstrated the candidate’s ability to assess literacy measurements (c), (d), and (e). Faculty interviews confirmed technologies are discussed relevant to progress monitoring specifically (f).

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi
- Faculty Interview

Performance

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

Standard 4 Assessment	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The evidence below demonstrates candidates have adequate training to conduct and reflect on several assessment practices relevant to data-based educational decisions. The RTI Project, IEP & Assessment, and Progress Monitoring assignments demonstrate this well (h), (j), (k), and (l). (i) -- Recognizing the uniqueness of each individual student, additional supports in gathering background information may be appropriate for a systematic approach to that data collection. (k) – evidence of transition plans do not explicitly integrate assessment results, however, the Student Motivation Assignment does use behavior data to develop a plan. Assignment Guidelines/Rubrics were also used.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Faculty Interview

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

Knowledge

- 5(a) The teacher knows how to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
- 5(b) The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5(c) The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
- 5(d) The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- 5(e) The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.
- 5(f) The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
- 5(g) The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.
- 5(h) The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Standard 5 Instructional Planning and Strategies	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The UDL/AT Workshop and Eligibility Report supports the candidates’ knowledge of evidence-based instructional strategies and interventions. Syllabi, assignment guidelines, and rubrics were also used to support this foundational knowledge (a), (b), (c), (e), (g), and (h). (d) – reading/writing is strong with the literacy coursework; however, communication skills and social skills are limited. (f) – evidence provided is limited in targeting mastery and promoting generalization of learning.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi
- Faculty Interview

Performance

- 5(i) The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.
- 5(j) The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.
- 5(k) The teacher matches their communication methods to an individual’s language proficiency and cultural and linguistic differences.
- 5(l) The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.
- 5(m) The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.
- 5(n) The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Standard 5 Instructional Planning and Strategies	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – *The development of the IEP and IEP Transition Plan coupled with the UDL/AT Workshop supports the candidates’ ability to select, adapt, and use evidence-based instructional strategies and interventions (i), (j), (k), and (m). The PBA in the internship course also supports the use of the varied instructional planning strategies that are relevant to student with exceptionalities. Syllabi, assignment guidelines, and rubrics were also used to support this foundational knowledge. (l) – limited evidence of using Aug/ACC systems within the lesson plans presented, however UDL/differentiation strategies are covered. (n) – limited evidence of demonstrating how to collaborate with professional colleagues and other agencies across the program. Some isolated opportunities based on individual placements.*

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi
- Faculty Interview

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

Knowledge

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

Standard 6 Professional Learning and Ethical Practices	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Candidates had several opportunities to reflect on the impact of diversity with the significance of lifelong learning. The opportunity of participating in the CEC Student Club is discussed in the CEC Student Club Membership Thoughts assignment, however the reflection on the significance of this professional organization is minimally discussed. Syllabi and faculty interviews highlighted candidates learning about their OSTE’s record keeping system and record it in their portfolio for (a), (b), (c), and (e). (d) – evidence that the EPP provides lacks sufficient context to establish relevance to advocacy and mentoring.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics

- *Syllabi*
- *Faculty Interview*

Performance

- 6(g) The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
- 6(h) The teacher provides guidance and direction to paraeducators, tutors, and volunteers.
- 6(i) The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.
- 6(j) The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

Standard 6 Professional Learning and Ethical Practices	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Evidence below supports the candidate’s ability to begin their professional learning and engage in ethical practice (f), (g), (h). The Resource List for Parents and Professionals assignment does not strongly align with providing guidance and direction to paraeducators, tutors, and volunteers as the assignment is a list of 5 resources for parents which appeared to be remedial in nature and not always evidence-based practices. (i) -- A suggestion is to include with intention discussions or case studies of English learners, particularly because EL students are often misdiagnosed as having an SLD when it is actually a language acquisition issue. Assignment guidelines and rubrics supported the alignment of artifacts. A concept map to support struggling readers was presented from literacy coursework and is a first step.

Sources of Evidence

- *Coursework*
- *Assignment Guidelines/Rubrics*
- *Syllabi*
- *Faculty Interview*

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

Knowledge

- 7(a) The teacher understands the theory and elements of effective collaboration.
- 7(b) The teacher understands how to serve as a collaborative resource to colleagues.

- 7(c) The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
- 7(d) The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
- 7(e) The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.
- 7(f) The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Standard 7 Collaboration	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – EPP provides sufficient evidence for indicators (a), (b), (c), (d), and (e). Indicator (f) – evidence provided by the EPP lacks sufficient context to establish relevance. The vast majority of the resources identified in the Resources for Parents assignment was primarily focused on remedial ELA/Math applications or websites.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi
- Faculty Interview

Performance

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

Standard 7 Collaboration	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Review of lesson plans, assignments, and course syllabi provide evidence that teacher candidates demonstrate an adequate ability to engage in collaborative work as appropriate for a preservice intern for (g), (h), and (i).

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	
Performance	7	1	6	

Areas for Consideration

- Integrate case studies or opportunity to work with the Nez Perce community to allow candidates to practice principles of ESL and Culturally Responsive instruction.
- Rubric levels of performance are difficult to distinguish between adequate/inadequate and the assessment guidelines don't always articulate the differences either.

Recommended Action on Idaho Standards for Exceptional Child Generalists

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

IDAHO STANDARDS FOR HEALTH TEACHERS

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

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

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

Knowledge

- 3(a) The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.
- 3(b) The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society).

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *A number of learning activities and samples of candidate work provide evidence that teacher candidates demonstrate an adequate understanding of indicators 3(a) and 3(b). Notably, candidates possess the knowledge of developmentally appropriate physical activity/exercise prescription and dietary advice.*

Sources of Evidence

- *Dietary Analysis Project*
- *Exercise Program Design*
- *Written Reflection/Discussion Posts*

Performance

- 3(c) The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.
- 3(d) The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Candidate unit and lesson planning and candidate assignments provide evidence that teacher candidates demonstrate performance of Indicators 3(c) and 3(d).

Sources of Evidence

- Unit Planning - Performance Based Assessment
- Lesson Plans – Student learning activities
- Behavioral Change

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 Elementary and Secondary methods for teaching health literacy to include the following content areas of health: Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.
- 4(b) The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.
- 4(c) The teacher understands the relationship between health education content areas and youth risk behaviors.
- 4(d) The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6-12.
- 4(e) The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – A variety of candidate assignments such as written reports and research papers provide evidence that teacher candidates demonstrate an adequate understanding of indicators 4(a) through 4(e).

Sources of Evidence

- Written reports
- Research papers using credible sources
- Online assessments including personal reflection
- Unit Plan - PBA

Performance

- 4(f) The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Samples of candidate work that provides evidence are the PBA assignment, lesson plans, and comprehensive case studies. In addition, interviews with completers also provided evidence of ability to effectively instruct students about health-enhancing behaviors specified in indicator 4(f).

Sources of Evidence

- Unit Planning – Performance Based Assessments
- Completer interviews
- Lesson plans
- Comprehensive case study

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 recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – A number of assignments address candidate knowledge related to indicator 5(a) such as article reflections, lesson planning that addresses jargon/slang and unit planning.

Sources of Evidence

- *Article Reflection*
- *Lesson Planning*
- *PBA - Unit plan*

Performance

- 5(b) The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.
- 5(c) The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.
- 5(d) The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – *Acceptable evidence was provided indicating teacher candidate performance of indicators 5(b) through 5(d), most notably via unit and lesson plans.*

Sources of Evidence

- *Unit Plan – PBA*
- *Lesson Plans*
- *Written Reflections*

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

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

Knowledge

- 7(a) The teacher understands how positive evidence-based community health values and practices play a role in the planning process.
- 7(b) The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.
- 7(c) The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.

- 7(d) The teacher knows when and how to access valid health 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 – Course syllabi, candidate lesson plans, and candidate reflective assignments all provide supporting evidence that teacher candidates demonstrate an adequate understanding of indicators 7(a) through 7(d).

Sources of Evidence

- *Healthy People 2020 Exploration*
- *Lesson Plan Assignment*
- *Cultural Differences w/ Food Pyramid*

Performance

- 7(e) The teacher modifies instruction to reflect current health-related research and local health policies.
- 7(f) The teacher accesses valid, appropriate health information and health-promoting products and services.
- 7(g) The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Evidence that showcases candidate performance in analyzing the influence of culture, media, and technology on health, particularly in the planning process is primarily found in the sources listed below.

Sources of Evidence

- *Unit Plan – Performance Based Assessment*
- *Candidate reflections*
- *Lesson plans*

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

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 knows the laws and codes specific to health education and health services to minors.

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

9.1 Analysis – *A number of samples of candidate work such as quizzes and exams and other candidate constructed products provide evidence that teacher candidates demonstrate an adequate understanding of indicator 9(a).*

Sources of Evidence

- *Anti-Bullying Practices Policy*
- *Health Care Delivery Analysis*
- *Quizzes and Examinations*

Performance

9(b) The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

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

9.2 Analysis – *Minimal evidence of teacher candidates designing and implementing appropriate interventions AFTER learning about student high-risk behavior. An area of weakness that could be improved. The YRBS safe and sensitive lesson plan partially gets at this area. Recommend more learning activities and assessments to address this indicator.*

Sources of Evidence

- *Safe & Sensitive Lesson Plan*

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 methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – Multiple candidate materials provide evidence that teacher candidates demonstrate an adequate understanding of indicator 10(a).

Sources of Evidence

- Online Portfolio – Culminating Assignment
- Unit Plan – Performance Based Assessment
- Advocacy Presentation

Performance

- 10(b) The teacher advocates for a positive school culture toward health and health education.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – Required coursework, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of indicator 10(b).

Sources of Evidence

- Advocacy Presentation
- Online Portfolios
- Unit & Lesson Plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6	0	6	
Performance	6	1	5	

Areas for Consideration

- *Improving assessment of performance indicators for a few standards (4f, 7g, 9b)*
- *More documentation of candidate achievement of indicators directly from student teaching*

Recommended Action on Idaho Standards for Health Teachers

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

IDAHO STANDARDS FOR LITERACY TEACHERS

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

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

Knowledge

- 1(a) The teacher understands developmental progressions of K-12 literacy skills, including emerging literacy.
- 1(b) The teacher understands how learners apply literacy skills to make meaning of a wide range of texts, genres, and formats (e.g., informational text, digital media, social media, multimodal, literature).

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – The program provides sufficient evidence through case studies of candidates’ understanding of the progression of literacy skills and how learners apply literacy skills to make meaning of text (1a, 1b).

Sources of Evidence

- ED 340/342 Case Study

Performance

- 1(c) The teacher creates learning experiences that take into account developmental stages and diverse methods for acquiring literacy.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – The program provides sufficient evidence through case studies of teacher candidates’ candidates ability to plan instruction specific to student literacy development (1c).

Sources of Evidence

- ED 340/342 Case Study

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

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

Knowledge

- 2(a) The teacher understands there are multiple levels of literacy intervention and recognizes the advantages of beginning with the least intrusive for the student.
- 2(b) The teacher understands the theories and research needed to develop inclusive literacy learning environments that are responsive to students’ local, national, and international histories, individual and group identities, exceptional needs, and languages and dialects that affect student learning.
- 2(c) The teacher understands foundational theories of literacy and language acquisition as they relate to diverse learners, equity, and culturally responsive instruction.
- 2(d) The teacher understands the ways in which diversity influences the literacy development of all students.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – The program provides sufficient evidence through course syllabi that foundational theories of literacy and language acquisition, and the creation of literacy learning environments are taught. Multiple levels of instruction are provided by teacher candidates within the case study (2a, 2b, 2c, 2d).

Sources of Evidence

- ED 340/342 Case Study
- ED 340 Syllabus

Performance

- 2(e) The teacher provides students with linguistic, academic, and cultural literacy experiences that link their communities with the school.
- 2(f) The teacher adapts instructional materials and approaches to meet the language-proficiency needs of English learners, students with exceptional needs, and students who struggle to acquire literacy skills and strategies.
- 2(g) The teacher systematically develops and implements multiple levels of literacy intervention, beginning with the least intrusive for the student.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – *The program provides sufficient evidence through case studies that teacher candidates adapt instruction to meet specific needs of learners. Multiple evidence pieces showed evidence of attention to needs of English learners (2f, 2g). Insufficient evidence provided to show that teacher candidates provide students with linguistic, academic, and cultural literacy experiences that link their communities with the school (2e).*

Sources of Evidence

- ED 340/342 Case Study

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

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

Knowledge

- 3(a) The teacher understands the role of routines in creating and maintaining positive learning environments for literacy instruction, using traditional print, digital, and online resources.
- 3(b) The teacher understands how to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in literacy by using information about students’ individual differences, identities, and funds of knowledge for literacy learning.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *The program provides sufficient evidence through the classroom management plan and paper, floor plan, and case study that teacher candidates have knowledge of creating routines and positive learning environments for literacy instruction. Teacher candidates showed ability to engage students in participating actively in their own learning in literacy by using information about student differences (3a, 3b).*

Sources of Evidence

- ED 425 Classroom Management Plan
- ED 425 Classroom Management Paper
- RE 303 Floor Plan

- *ED 340 Case Study*
- *RE-340 Foundational Literacy Guided Observations*

Performance

- 3(c) The teacher arranges instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities.
- 3(d) The teacher anticipates and modifies instructional areas to accommodate students’ changing needs.
- 3(e) The teacher creates supportive social environments and routines for all students.
- 3(f) The teacher creates supportive environments where English learners are encouraged and given many opportunities to use English.
- 3(g) The teacher collaborates with others to create an inclusive, literacy-rich environment to help students participate actively in their own literacy learning.
- 3(h) The teacher creates an inclusive literacy learning environment that contextualizes curriculum instruction across content areas and helps students participate actively in their own learning.
- 3(i) The teacher facilitates effective student collaboration that provide authentic opportunities for the use of social, academic, and domain specific language.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Program provides sufficient evidence through classroom management plan/paper, floor plan, and case study to show that the teacher candidates create inclusive, literacy rich environments (3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i).

Sources of Evidence

- *ED 425 Classroom Management Plan/Paper*
- *RE 303 Floor Plan*
- *ED 340 Case Study*

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

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

Knowledge

- 4(a) The teacher understands theoretical, historical, and evidence-based components of reading (i.e., emerging literacy skills, concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary development, word analysis, and comprehension for a variety of forms and genres) and their development throughout the grades.
- 4(b) The teacher understands theoretical, historical, and evidence-based components of writing (i.e., writing process in a variety of forms, genres, and purposes; developmental spelling; sentence construction; conventions; characteristics of effective composing; keyboarding, word processing, and handwriting) and writing as a developmental process throughout the grades.
- 4(c) The teacher understands theoretical, historical, and evidence-based components of communication (i.e., development of oral language, verbal and non-verbal communication skills, structure of language, conventions of academic English, vocabulary acquisition and use, speaking, listening, and viewing) and their development throughout the grades.
- 4(d) The teacher understands the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include but may not be limited to; Reading (Reading for Literature, Reading for Informational Text, and Reading Foundational Skills) based on grade level appropriateness and the developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Program provides sufficient evidence through the Emergent Literacy Theory assignment and the philosophy statement/position paper that teacher candidates demonstrate an adequate understanding of theoretical, historical, and evidence-based components of literacy (4a, 4b, 4c, 4d).

Sources of Evidence

- RE 303 Emergent Literacy Theory Assignment
- RE 307 Philosophy Statement/Position Paper

Performance

- 4(e) The teacher interprets major theories of literacy processes and development to understand the needs of all learners in diverse contexts.
- 4(f) The teacher creates a classroom environment that fosters intrinsic motivation to read and write (e.g., access to print, choice, challenge, interests).

- 4(g) The teacher analyzes and takes a critical stance toward a wide variety of quality traditional print, digital, and online resources.
- 4(h) The teacher analyzes variables of text complexity when selecting classroom materials.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *The program provides evidence through multiple sources that teacher candidates interpret major theories of literacy processes and development to understand the needs of all learners, create a classroom environment that fosters intrinsic motivation to read and write, analyzes and takes a critical stance toward a wide variety of quality traditional print, digital, and online resources, and analyzes variables of text complexity when selecting classroom materials (4e, 4f, 4g, 4h).*

Sources of Evidence

- RE 303 Emergent Literacy Theory Assignment
- RE 307 Philosophy Statement/Position Paper
- RE 309 Final Project: text analysis
- RE 307 Literacy Position Paper
- ED 425 Classroom Management Plan/Paper

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

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

Knowledge

- 5(a) The teacher understands there are specific literacy skills required for success in different content areas.
- 5(b) The teacher understands research-based strategies that lead to students becoming independent, critical, and strategic readers, writers, speakers and listeners across content areas.
- 5(c) The teacher understands how to design literacy instruction to promote active participation and collaboration.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – *The program provides sufficient evidence through the final project and lesson plans that teacher candidates demonstrate understanding of specific literacy skills required when reading in different content areas, research-based strategies to support literacy development across content areas, and how to design literacy instruction to promote active participation (5a, 5b, 5c).*

Sources of Evidence

- RE 309 Final Project
- RE 340 Final Lesson Plan

Performance

- 5(a) The teacher uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 5(b) The teacher designs and implements literacy instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so students become independent, critical, and strategic readers, writers, speakers, and listeners.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – *The program provides sufficient evidence (through final projects and classroom strategies assignments) that teacher candidates use digital resources to engage learners and design literacy instruction related to a breadth and depth of complexities to support students in literacy learning (5a, 5b). The program provides insufficient evidence that candidates digital resources to engage learners in collaborative problem solving related to authentic local and global issues (5a).*

Sources of Evidence

- RE 309 Disciplinary Literacy Final Project
- RE 303 Classroom Strategies Assignment

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

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

Knowledge

- 6(a) The teacher understands the research related to assessments and its uses and misuses.

- 6(b) The teacher understands purposes for assessing the literacy performance of all learners, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
- 6(c) The teacher recognizes the basic technical adequacy of assessments (e.g., reliability, content, construct validity).
- 6(d) The teacher understands a variety of assessment frameworks, including the State of Idaho literacy assessments, proficiency standards, and student benchmarks.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – *The program provides evidence through multiple sources that show teacher candidate understanding of uses and misuses of assessments, purposes for assessing the literacy performance of all learners, including tools for screening, diagnosis, progress monitoring, and measuring outcomes, technical aspects of assessments and state literacy assessments, standards, and benchmarks (6a, 6b, 6c, 6d).*

Sources of Evidence

- *ED 318 Assessment of Learning Exam 3 Take-Home Section*
- *Idaho Comprehensive Literacy Assessment*
- *RE 340/342 IRI/ISAT Assessment Response*
- *RE 307, 340/342 Case Study*

Performance

- 6(e) The teacher administers and interprets appropriate assessments for students, especially those who struggle with literacy.
- 6(f) The teacher collaborates with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual students.
- 6(g) The teacher analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
- 6(h) The teacher demonstrates the ability to communicate results of assessments to students, teachers, parents, and other stakeholders.
- 6(i) The teacher designs a range of authentic literacy assessments (e.g., formal and informal, formative and summative) that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities.
- 6(j) The teacher actively engages students in analyzing their own data, assessing their progress, and setting personal literacy goals.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – Program provides sufficient evidence through case studies to show that teacher candidates are able to collaborate to administer and interpret literacy assessments and communicate literacy assessment results (6e, 6f, 6h).

The program provided insufficient evidence to show that teacher candidates can analyze and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction (6g).

The program provided insufficient evidence to show that teacher candidates can design a range of authentic literacy assessments that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities and actively engage students in analyzing their own data, assessing their progress, and setting personal literacy goals (6i, 6j).

Sources of Evidence

- ED 340/342 Case Study
- ED 307 Case Study

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

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

Performance

- 7(a) The teacher plans literacy instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.
- 7(b) The teacher plans standards-based, coherent and relevant learning experiences that reflect knowledge of current theory and research about the teaching and learning of literacy, and that use individual and collaborative approaches with a variety of strategies to address individual student needs.
- 7(c) The teacher uses their knowledge of theory, research, and practice in literacy to plan standards-based, coherent and relevant learning experiences using a range of different texts (e.g., across genres, periods, forms, authors, cultures, various forms of media) and instructional strategies that are motivating and accessible to all students, including English learners, students with exceptional needs, students from diverse language and learning backgrounds, and struggling literacy learners.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – The program provided sufficient evidence through multiple sources that to show that teacher candidates’ ability to plan literacy instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials, and plan standards-based, coherent, and relevant learning experiences using a range of different texts accessible to all students, including English learners (7a, 7b, 7c).

Sources of Evidence

- ED 303 Text Types Project
- RE 303 Case Study Comprehension and English Language Learners
- ED 340 Comprehensive/Interdisciplinary Lesson Plan
- ED 303 Emergent Literacy Case Study
- ED 429 Performance Based Assessment

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

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

Performance

- 8(a) The teacher plans, adapts, teaches and modifies literacy instructional strategies, approaches, and routines across content areas, based on professional literature and research.
- 8(b) The teacher provides in-depth targeted literacy instruction for all learners, differentiated to meet individual needs.
- 8(c) The teacher plans and implements research-based instructional strategies to meet unique language-proficiency needs of English learners.
- 8(d) The teacher uses a variety of flexible grouping practices to meet the needs of all students (e.g., differentiated by interest, learning readiness, learning profile).

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – The program provides sufficient evidence through multiple sources that teacher candidates plan and modify literacy instructional strategies, approaches, and routines across content areas, based on professional literature and research; multiple examples provided of

teacher candidate ability to meet language-proficiency needs of English learners (8a, 8c, 8d). The program provides insufficient evidence of teacher candidates ability to plan targeted literacy instruction for all learners and implement research-based instructional strategies (8b).

Sources of Evidence

- RE 340/342 Lesson Plan
- RE 303 Emergent Literacy Case Study
- RE 303 Case Study Comprehension and English Language Learners
- RE 340/342 Case Study
- ED 429 Performance Based Assessment

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

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

Performance

- 9(a) The teacher promotes the value of literacy by modeling a positive attitude toward literacy with students, colleagues, administrators, and parents and guardians.
- 9(b) The teacher becomes a reflective, self-aware, lifelong learner.
- 9(c) The teacher consults with and advocates on behalf of teachers, students, families, and communities for effective literacy practices and policies.

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

9.2 Analysis – *The program provides sufficient evidence through multiple sources of teacher candidates’ ability to promote the value of literacy by modeling a positive attitude toward literacy as teacher candidates provide literacy learning activities for families (found in the case study assignment) (9a, 9b). The program provides insufficient evidence of how the teacher candidate consults with and advocates on behalf of teachers, students, families, and communities for effective literacy practices and policies (9c).*

Sources of Evidence

- RE 340/342 Dispositions Evaluation
- ED 429 Performance Based Assessment – Reflection Section
- ED 340/342 Case Study

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

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

Knowledge

10(a) The teacher understands local, state, and national policies that affect literacy instruction.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – *IRI/ISAT Assessment Response and position papers provide evidence that teacher candidates demonstrate performance of standard 10.*

Sources of Evidence

- RE 340 IRI Assessment Response
- RE 342 ISAT Assessment Response
- RE 307 Position Paper

Performance

10(b) The teacher engages in and reflects on a variety of experiences related to literacy that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

10(c) The teacher collaborates with others to build strong home-to-school and school-to-home literacy connections.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – *Artifacts provide evidence that teacher candidates demonstrate performance of standard 10.*

Sources of Evidence

- RE 307 Professional Development Seminar
- RE 340/342 Case Study
- RE 340/342 Dispositions Evaluation

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	
Performance	10	1	9	

Areas for Consideration

- *There seems to be a disconnect between the candidates' strong understanding of literacy development, ability to analyze and interpret literacy assessment results and candidates' ability to plan specific, targeted, and research-based instruction to address individual literacy needs of students. For example, several candidates administered phonics assessments and identified specific literacy needs of students regarding phonics. But the lesson plans designed based on assessment data were focused on teaching writing skills. Evidence needs to show candidates understanding of and ability to progress through the instructional process of beginning with making decisions on which assessments to administer, giving the assessment, analyzing data, planning targeted instruction, evaluating instruction through assessments, then repeating the process.*
- *Case studies provided examples of teacher candidates' ability to administer and analyze assessment data then provide instructional recommendations. Some of the assessments (combination of assessments) were not appropriate for the student. For example, multiple candidates gave a Concepts of Print assessment and administered a Running Record to a kindergarten child. This leads to a question of candidates' understanding of how to determine appropriate assessments to administer.*

Recommended Action on Idaho Standards for Literacy Teachers

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

IDAHO STANDARDS FOR MATHEMATICS 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.*

Knowledge

- 1(a) The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.
- 1(b) The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *Required coursework and assessments, syllabi, candidate performance-based assessments (PBAs), and candidate lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of learner development. Evidence demonstrated understanding of student growth and development, and understanding that variance in development occurs. Most evidence focused on cognitive development but some evidence was also provided for linguistic and social development. The PBAs demonstrated that candidates are prepared to implement developmentally appropriate and challenging learning experiences.*

Sources of Evidence

- ED 447 Performance Based Assessments (PBAs)
- ED 460 PBAs
- ED 328 Lesson Plans
- Syllabi

Performance

- 1(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
- 1(d) The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.
- 1(e) The teacher plans and facilitates learning activities that value students' ideas and guide the development of students' ways of thinking, and mathematical dispositions in line with research-based learning progressions.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Course PBAs, teaching videos, course lesson plans, and intern interviews provide evidence that teacher candidates demonstrate performance related to learner development. The candidate videos provided evidence that candidates understand the developmental levels of their students and can respond appropriately to various needs.

Sources of Evidence

- Course PBAs
- Ed 447 Teaching Video
- Ed 328 Lesson Plan
- Intern Interviews

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 knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.
- 2(b) The teacher knows how to use assessment data and appropriate interventions for students.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Syllabi, course PBAs, candidate lesson plans, and teaching video provide evidence that teacher candidates demonstrate an adequate understanding of individual differences among learners. Candidates demonstrated knowledge of mathematics standards and how to accommodate students with various needs. There was also knowledge expressed of accommodations for students with specific needs.

Sources of Evidence

- Course PBAs
- Ed 447 Teaching Video
- Ed 328 Lesson Plan
- Course syllabi

Performance

- 2(c) The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Course PBAs and teaching videos provide evidence that teacher candidates demonstrate performance of adjusting and modifying instruction to meet the needs of individual learners while continuing to adhere to content standards.

Sources of Evidence

- Course PBAs
- Teaching Video

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

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

Knowledge

- 4(a) The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
- 4(b) The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and inferential) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.
- 4(c) The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.
- 4(d) The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.
- 4(e) The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis –Syllabi, course exams, course PBAs, and math center videos provide evidence that teacher candidates demonstrate an adequate understanding of mathematics content knowledge. This standard has multiple indicators and evidence demonstrated a variety of problem-solving approaches; knowledge of content standards; use of hands-on, visual, and symbolic mathematical models; and use of mathematical argument. Practice standards evidence was weaker than other areas.

Sources of Evidence

- Syllabi
- Course Exams
- Course PBAs
- Ed 378 Math Center Videos
- Math Education Faculty interview

Performance

- 4(f) The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.
- 4(g) The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.
- 4(h) The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.
- 4(i) The teacher implements the standards for mathematical practice and engages students in the use of those practices.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate course PBAs, work and teaching videos provide evidence that teacher candidates demonstrate performance applying their knowledge of central concepts, tools of inquiry, and structures mathematics and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. The indicator regarding use of mathematical argument and to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions was not evident, the application of the standards of mathematical practice were weak, but the other indicators were well represented.

Sources of Evidence

- Course PBAs
- Teaching Videos

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 knows how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis –*Syllabi, required coursework, and course exam samples provide evidence that teacher candidates demonstrate an adequate understanding of connecting concepts and use differing perspectives to engage learners in critical thinking, creative and collaborative problem solving related to authentic local and global issues. The exams students completed throughout their coursework demonstrated that candidates are able to apply mathematics content and practice to other disciplines.*

Sources of Evidence

- Syllabi
- Required coursework
- Course exam samples

Performance

- 5(b) The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis –*Candidate portfolios, course PBAs, and candidate projects/papers provide evidence that teacher candidates can apply mathematics content and practice to other disciplines in their teaching. Examples ranging from basic construction examples to applications of Benford’s Law to detect fraud were demonstrated by the candidates.*

Sources of Evidence

- Candidate Portfolios
- Course PBAs
- Candidate Project/Paper

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 knows how to assess students' mathematical reasoning.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – *Course PBAs, teaching video, and course assessments provide evidence that teacher candidates demonstrate an adequate understanding of how to assess students mathematical reasoning.*

Sources of Evidence

- Course PBAs
- Teaching Video
- Course Assessments

Performance

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

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – *Course PBAs, teaching video, and course assessments provide evidence that teacher candidates can apply their understanding of how to assess students mathematical reasoning in their teaching. The PBAs showed several examples of candidates analyzing student work.*

Sources of Evidence

- Course PBAs
- Teaching Video
- Course Assessments

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 knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.
- 7(b) The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis –*Syllabi, course PBAs, candidate lesson plans, and math center videos provide evidence that teacher candidates demonstrate an adequate understanding of what is required to plan instruction that supports student learning drawing upon knowledge of content areas, curriculum, learning progressions, and content standards.*

Sources of Evidence

- *Syllabi*
- *Course PBAs*
- *Candidate Lesson Plans*
- *Math center videos*

Performance

- 7(c) The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – *Course PBAs and teaching videos provide evidence that teacher candidates demonstrate performance of the ability to assess instructional sequences learning the formal structure and content of mathematics, but the use of mathematical practices are not made clear or explicit in the planning.*

Sources of Evidence

- Course PBAs
- Teaching video

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 knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
- 8(b) The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.
- 8(c) The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
- 8(d) The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).
- 8(e) The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis –*Course PBAs, teaching videos, lesson plans, math center videos, peer teaching, and course assessments provide evidence that teacher candidates demonstrate an adequate understanding of how to use 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. Strengths included use of mathematical reasoning, problem solving strategies, instructional strategies, and use of mathematical representations. Areas that were weaker include appropriate use of technology in teaching and learning mathematics (although there was some evidence it had been improving) and candidate use of student conceptions and misconceptions to guide and facilitate learning.*

Sources of Evidence

- Course PBAs
- Teaching videos
- Lesson Plans
- Math Center Videos

- *Peer teaching*
- *Course Assessments*

Performance

- 8(f) The teacher poses questions and tasks that elicit students’ use of mathematical reasoning and problem-solving strategies.
- 8(g) The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.
- 8(h) The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
- 8(i) The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).
- 8(j) The teacher uses student conceptions and misconceptions to guide and facilitate learning.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – *Course PBAs, teaching videos, lesson plans, and peer teaching provide evidence that teacher candidates demonstrate an ability to use 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. Strengths included demonstration of eliciting student mathematical reasoning by asking for explanations and justifications. Also, the use of multiple strategies was demonstrated. There was some evidence of a candidate emphasizing appropriate mathematical representations. Although it was weak in the knowledge base, there was evidence of candidates making some use of technology, but as the instructor feedback said several times, “use of technology, while okay, isn’t very math-specific nor overly engaging... (desirable) use of technology truly allows for your students to understand the lesson objectives in a way that was not possible without technology.”*

Sources of Evidence

- *Course PBAs*
- *Teaching videos*
- *Lesson Plans*
- *Peer teaching*

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

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

Summary

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

Areas for Consideration

- *Purposeful integration of mathematical technology experiences throughout the program would serve candidates preparation for effective use of technology.*
- *Student use of standards for mathematical practice or process standards might be strengthened by creating opportunities earlier in the program to learn what they are and how they could serve them in their learning of mathematics.*
- *An opportunity to interview candidates in the mathematics program would have been very helpful.*

Recommended Action on Idaho Standards for Mathematics Teachers

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

IDAHO STANDARDS FOR PHYSICAL EDUCATION 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) The teacher assesses the skillful movement, physical activity, and exercise and fitness levels of students; designs developmentally appropriate instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – *Overall, acceptable evidence of candidates' competency related to this standard/indicator. It was clear in unit and lesson plans that assessing student skill, physical activity, and/or fitness levels is a focal point of teaching. Multiple examples of authentic assessments were included; one suggestion is to consider the use of more standardized/formal assessments in the curriculum, so candidates get a better sense of more assessment options.*

Sources of Evidence

- Teaching Demonstrations Assignment
- Unit Plan – PBA
- Lesson Plans
- Final Scenario

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.*

Performance

- 2(a) The teacher provides opportunities that incorporate individual differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Candidate interviews, unit and lesson plans, and a variety of other samples of work provide evidence that teacher candidates demonstrate the ability to teach individuals with exceptionalities and/or other learning needs.

Sources of Evidence

- APE lesson plans
- Comprehensive Case Study
- Unit Plan - PBA
- Lesson Plans
- Candidate 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 knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.
- 3(b) The teacher knows how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).
- 3(c) The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Candidate unit and lesson plans, completer interview and the other works samples listed below provide evidence that teacher candidates demonstrate an adequate understanding of the indicators 3(a), 3(b), and 3(c).

Sources of Evidence

- Diet analysis project
- Anthro lab
- Model Quizzes (TPSR)
- Unit Plan – PBA
- Completer Interview

Performance

- 3(d) The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).
- 3(e) The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.
- 3(f) The teacher utilizes principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – A variety of works samples provide acceptable evidence that candidates have achieved the performance indicators such unit and lesson plans, candidate interviews, teaching videos/DVDs, etc.

Sources of Evidence

- Peer teaching lesson plan
- Teaching video/cd
- Unit plan - PBA
- TPSR lesson plan
- Candidate 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.

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 relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.
- 5(b) The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
- 5(c) The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, bio-mechanics, psychosocial aspects of physical activity).

- 5(d) The teacher knows the appropriate rules, etiquette, instructional cues, tactics (skills and strategies) and techniques for a variety of physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
- 5(e) The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – *Syllabi, required coursework, candidate unit and lesson plans, candidate activity analysis and written reflections all provide evidence that teacher candidates demonstrate an adequate understanding of the application of knowledge across the sub-disciplines of kinesiology.*

Sources of Evidence

- *Activity analysis project*
- *Activity Reflection*
- *Skill Progressions*
- *Individual Activity Program CD*

Performance*

- 5(f) The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.
- 5(g) The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
- 5(h) The teacher instructs students in the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).
- 5(i) The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.
- 5(j) The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.
- 5(k) The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Syllabi, required coursework, candidate interviews, candidate unit and lesson plans, and teaching videos all provide evidence that teacher candidates demonstrate performance of indicators 5(f) through 5(k). The activity analysis project was especially strong because it showed how candidates applied content from exercise physiology and other subdisciplines of kinesiology related to sport and other movement skills.

Sources of Evidence

- Unit & Lesson Plans - PBA
- Teaching Videos/DVD/CD
- Activity analysis project
- Skill progressions
- Candidate interviews

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 appropriate assessment protocols sensitive to student needs.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Course Syllabi, candidate unit/lesson plans, and labs provide evidence that teacher candidates demonstrate an adequate understanding of appropriate assessment protocols in physical activity and/or physical education.

Sources of Evidence

- Cardio lab
- Unit plan - PBA
- Lesson Plans
- Candidate Game Play Rubric (Badminton)

Performance

- 6(b) The teacher demonstrates appropriate assessment protocols sensitive to student needs.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – There was some evidence of game play rubrics being used by candidates in the context of college level activity courses. However, the use of authentic or standardized assessment was not as readily apparent in K-12 Physical Education settings. This can be an area for improvement in the program. Find ways to infuse more expectations/opportunities for candidates to assess student performance and to use such results in planning future instruction.

Sources of Evidence

- Candidate Game Play Rubric
- Unit Plan & 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.

Knowledge

- 7(a) The teacher knows a variety of management routines (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.
- 7(b) The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, multi-use facility agreements, and service organizations).

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis –Syllabi, required coursework, candidate lesson plans, candidate instructional units, trip planning, and comprehensive case study all provide evidence that teacher candidates demonstrate an adequate understanding of how to appropriately plan for instruction and management. Recommend that more be included in the curriculum about Comprehensive School Physical Activity Programming (CSPAP).

Sources of Evidence

- Unit Plan - PBA
- Lesson Plans
- Trip Planning Assignment

- *Comprehensive Case Study*
- *Final Scenario CD*

Performance

7(c) The teacher applies a variety of management routines (e.g., time, transitions, environment, students/staff, equipment) and curricular/ instructional strategies to maximize physical education activity and student success.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Completer and candidate interviews, course syllabi, unit and lesson plans, and most importantly teaching videos all provide evidence that teacher candidates demonstrate performance of appropriate planning for instruction outlined in Standard 7(c).

Sources of Evidence

- *Unit Plan - PBA*
- *Lesson Planning*
- *Teaching Videos*
- *Completer and Candidate Interviews*

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 knows multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Syllabi, required coursework, candidate unit and lesson plans, and instructional model quizzes provide evidence that teacher candidates demonstrate an adequate understanding of a few different instructional models in physical education, most notably TPSR, sport education, peer teaching, and tactical games. There are other instructional models that could be taught to candidates such as cooperative learning, inquiry teaching, and personalized system of instruction. Recommend reviewing Mike Metzler's textbook about *Instructional Models in Physical Education*.

Sources of Evidence

- *Instructional model quizzes*
- *Peer Teaching CD*
- *Unit and Lesson Plans - PBA*

Performance

- 8(b) The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – A variety of lesson plans provide evidence that teacher candidates demonstrate performance of indicator 8(b). However, it is recommended that more evidence should be generated showing how teacher candidates “use” these models in the physical education lessons. Do candidates primarily teach using direct instruction? From the materials provided, it looks like that is the case.

Sources of Evidence

- *APE Lesson Plans*
- *Peer Teaching Lesson CD*
- *Unit Plan PBA*
- *Required Coursework*

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 knows how one’s own personal skillful movement, physical activity, exercise, and fitness competence and understands its impact on teaching and student motivation.

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

9.1 Analysis – A variety of materials provide evidence that teacher candidates demonstrate an adequate understanding of standard 9(a). Most notably, the individual program CD and candidate written reflections build an acceptable case for candidate achievement of this standard.

Sources of Evidence

- Teaching Demonstrations
- Individual Program CD
- Written Reflections
- Lesson Plans

Performance

9(b) The teacher reflects on one’s own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.

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

9.2 Analysis – Syllabi, lesson plans, teaching demonstrations, and written candidate reflections all provide evidence that teacher candidates demonstrate performance of standard 9(b).

Sources of Evidence

- Lesson plans
- Written Reflections
- Teaching Demonstrations

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 knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.
- 10(b) The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The advocacy discussion and the comprehensive case studies provide good evidence that teacher candidates demonstrate an adequate understanding of standard 10(a) and 10(b). Candidates appear to have the knowledge of this content.

Sources of Evidence

- Advocacy Discussion
- Comprehensive Case Study
- Integrated Warm-Up CD

Performance

10(c) The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – Overall, there was evidence to showcase teacher candidate involvement with promoting and advocating for healthy and active schools. However, some more evidence related to teacher candidates being **actively** involved in planning and administering Comprehensive School Physical Activity Programs (CSPAP) in K-12 school settings would have strengthened the case. Overall, acceptable evidence.

Sources of Evidence

- Unit Plan – PBA
- Lesson Plans
- Teaching videos

Standard #11: Safety - The teacher provides a safe physical education learning environment.

Knowledge

- 11(a) The teacher understands the inherent risks involved in physical activity.
- 11(b) The teacher recognizes safety considerations when planning and providing instruction.
- 11(c) The teacher recognizes factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

- 11(d) The teacher recognizes the level of supervision required for the health and safety of students in all locations (e.g., teaching areas, locker rooms, off-campus).
- 11(e) The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.
- 11(f) The teacher understands the appropriate steps when responding to safety situations.
- 11(g) The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – Multiple items such as the PAR-Q, safety and facility checklists, unit/lesson plans, etc. all provide evidence that teacher candidates demonstrate an adequate understanding of Standard 11(a), 11(b), 11(c), 11(d), 11(e), and 11(f).

Sources of Evidence

- PAR-Q
- Personal Safety & Facility Checklist CD
- Safety Checklist
- Unit & Lesson Plans
- Risk Management Assignment

Performance

- 11(h) The teacher documents safety issues when planning and implementing instruction to ensure a safe learning environment.
- 11(i) The teacher informs students of the risks associated with physical activity.
- 11(j) The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.
- 11(k) The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.
- 11(l) The teacher maintains CPR and first aid certification.

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis – Most notably, teaching videos and unit and lesson plans provide evidence that teacher candidates demonstrate performance of standard 11(h), 11(i), 11(j), 11(k), and 11(l). Teacher candidates are required to possess CPR/First Aid certification.

Sources of Evidence

- CPR/First Aid Certifications
- Teaching videos
- Activity Analysis
- Facility Checklist
- Unit Plan - PBA

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	8	0	8	
Performance	10	1	9	

Areas for Consideration

- Performance indicators 6(b) and 10(c).
- Consider covering more instructional models and giving teacher candidates more opportunities to teach using different instructional models.
- Include more content related to Comprehensive School Physical Activity Programming (CSPAP) and provide opportunities to teacher candidates to implement in schools

Recommended Action on Idaho Standards for Physical Education Teachers

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

IDAHO FOUNDATION STANDARDS FOR SCIENCE 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.*

Knowledge

- 1(a) The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.
- 1(b) The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, required coursework, candidate lesson plans, and candidate instructional units, provide evidence that teacher candidates demonstrate an adequate understanding learner development in the area of science through the application and use of science and engineering practices, crosscutting concepts, and disciplinary core ideas in teaching students as well as common science misconceptions and their effects on learning.*

Sources of Evidence

- ED-447 Syllabus: Objectives – “Science Content Standards”, “Curriculum Scope and Sequence”, and “Best Practices of Teaching Science”
- ED-447 Performance-Based Assessments
- ED-447 Student Work Samples: “Lists of Common Misconceptions”

Performance

- 1(c) The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.
- 1(d) The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – *Required coursework, candidate lesson plans, and candidate instructional units provide evidence that teacher candidates demonstrate an adequate ability to address learner*

development in science-based learning through the ability to integrate and address science-based standards and common science misconceptions.

Sources of Evidence

- ED-447 Student Work Samples: “Addressing Common Misconceptions”
- ED-447 Performance-Based Assessments
- ED-447 Student Work Samples: “Demonstrations”

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

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

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

Knowledge

- 4(a) The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.
- 4(b) The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.
- 4(c) The teacher understands the core ideas of their respective discipline (i.e., Disciplinary Core Ideas).
- 4(d) The teacher understands the interconnectedness among the science disciplines (i.e., Crosscutting Concepts).
- 4(e) The teacher understands the processes of science (i.e., Science and Engineering Practices).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *Syllabi, required coursework, candidate lesson plans, and candidate instructional units provide evidence that teacher candidates demonstrate an adequate understanding of general science content knowledge through the application and use of the various elements of science standards, historical development of science, core ideas in their disciplines, and processes of science in teaching students. Addressing the interconnectedness among science disciplines is not directly indicated or addressed in the evidence, but is indirectly addressed in PBAs and student work.*

Sources of Evidence

- ED-447 Performance-Based Assessments
- ED-447 Assignment: “Science Standards Assignment”
- BIOL-182 Exam: “Genetics” – includes historical elements of discovery
- CHEM-111 Exam: “Gas Laws” – includes historical elements of discovery
- CHEM-111, BIOL-182, PHYS-205 Syllabi – objectives from various courses indicate learning and application of science process and skills

Performance

- 4(f) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
- 4(g) The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.
- 4(h) The teacher uses the core ideas of their respective discipline (i.e., Disciplinary Core Ideas) to design and implement lessons.
- 4(i) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
- 4(j) The teacher models and guides students in the use of the processes of science. (i.e., Science and Engineering Practices).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an adequate ability in their content knowledge area to design science-based lessons with appropriate and applicable science standards, historical elements, core ideas, and student involved use of the processes of science.

Sources of Evidence

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

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 knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an understanding of the use and application of science processes and practices in the classroom.

Sources of Evidence

- ED-447 Syllabus: Objective – “Writing an Instructional Unit”
- ED-447 Performance-Based Assessments
- ED-460 Syllabus: Objective – “Developing Resources”
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

Performance

- 5(b) The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an adequate ability to apply content through the use of science processes and practices in the classroom.

Sources of Evidence

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

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

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,

cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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

Knowledge

- 8(a) The teacher understands how to implement Science and Engineering Practices in instructional planning.
- 8(b) The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).
- 8(c) The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
- 8(d) The teacher understands technical writing as a way to communicate science concepts and processes.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – *Syllabi, required coursework, candidate lesson plans, and candidate instructional units provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies specific to science-based teaching, such as the use of science and engineering practices, mathematics, and technical writing.*

Sources of Evidence

- CHEM-111: Assignment: “Calorimetry Lab”
- GEOL 120 Assignment: “Final Poster Project”
- ED-447 Syllabus: Objectives – “Science Content Standards”, “Best Practices of Teaching Science”, “Instructional Practices”
- ED-447 Performance-Based Assessments
- ED-447 Lessons: “Dimensional Analysis”
- ED-447 Assignment: “Math Modeling”
- ED-460 Syllabus: Objective – “Developing Resources”
- ED-460 Performance-Based Assessments

Performance

- 8(e) The teacher implements Science and Engineering Practices in instructional planning.
- 8(f) The teacher uses research-based practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).

- 8(g) The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an adequate ability to utilize science-based instructional strategies through the use of science processes and practices in the planning process and in the classroom setting.

Sources of Evidence

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

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 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 Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – Syllabi and required coursework provide evidence that teacher candidates demonstrate an adequate understanding of the professional learning and ethical practices specific to science-based learning and professional development.

Sources of Evidence

- ED-447 Syllabus: Objectives – “Professional Organizations”, “Science Content”
- ED-447 Assignment: “Professional Societies”
- ED-460 Assignment: “Portfolio”
- ED-460 Syllabus: Objectives – “Professional Portfolios” and “Instructional Planning”

Performance

9(c) The teacher incorporates current research related to student learning of science into instructional design.

9(d) The teacher incorporates current scientific research findings into instructional design.

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

9.2 Analysis – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an adequate ability to address professional learning through the ability to include and utilize current research in science and science learning in their lesson design and teaching.

Sources of Evidence

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

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.

Standard 11: Safety - The science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

Knowledge

- 11(a) The teacher knows how to design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
- 11(b) The teacher understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- 11(c) The teacher understands how to ensure safe science activities appropriate for the abilities of all students.
- 11(d) The teacher understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and

comply with the legal restrictions on the collection, keeping, and use of living organisms.

11(e) The teacher knows how to evaluate a facility for compliance with safety regulations.

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

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – *Syllabi, candidate lesson plans, candidate instructional unit, and required coursework provide evidence that teacher candidates demonstrate an adequate understanding of planning for, addressing, and maintaining safety in the science learning environment.*

Sources of Evidence

- *ED-447 Syllabus: Objective – “Safety in the Science Lab”*
- *ED-447 Assignment: “Flynn Safety Certificate”*
- *ED-447 Assignment: “Dirty Dozen”*
- *ED-447 Assignment: “Demonstrations*
- *ED-460 Performance-Based Assessments*
- *ED-460 Assignment: “Portfolio”*

Performance

11(g) The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

11(h) The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

11(i) The teacher ensures safe science activities appropriate for the abilities of all students.

11(j) The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

11(k) The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.

11(l) The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis – Syllabi, candidate lesson plans, candidate instructional unit, and required coursework provide evidence that teacher candidates demonstrate an adequate ability to plan for, address, and maintain safety in the science learning environment.

Sources of Evidence

- ED-447 Syllabus: Objective – “Safety in the Science Lab”
- ED-447 Assignment: “Flynn Safety Certificate”
- ED-447 Assignment: “Dirty Dozen”
- ED-447 Assignment: “Demonstrations
- ED-447 Performance-Based Assessments
- ED-460 Syllabus: Objective – “Classroom Management
- ED-460 Performance-Based Assessments
- ED-460 Assignment: “Portfolio”

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

Knowledge

- 12(a) The teacher knows a variety of laboratory and field techniques appropriate to their content area.
- 12(b) The teacher knows a variety of 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, candidate lesson plans, candidate instructional unit, and required coursework provide evidence that teacher candidates demonstrate an adequate understanding of science-based laboratory and field techniques and skills.

Sources of Evidence

- BIOL-183 Assignment: “Osmosis and Diffusion Lab”
- GEOL-111 Syllabus: “Plate Tectonics Lab”
- CHEM-111 Syllabus “Acid/Base Titration Lab”
- ED-447 Syllabus: Objective – “Best Practices of Teaching Science”
- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments

Performance

12(c) The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.

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 lesson plans, candidate instructional unit, and candidate teaching experiences provide evidence that teacher candidates demonstrate an adequate ability to plan for, incorporate, and help students use science-based laboratory and field techniques and skills.

Sources of Evidence

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

Summary

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

Areas for Consideration

- Consider providing context to teaching video evidence as to what was being addressed and taught by the candidates as well as how these linked to the expectations within the associated course.
- Show feedback to candidates on assessments and work examples in addition to overall grades; provide rubrics for assignments to clearly show what is expected from the candidates.
- Indicate how the candidate performance and results on assessments are guiding change and growth of the programs
- Ensure that indicated evidence directly aligns with linked indicators (e.g. 4d evidence not linked or explained how linked to indicator)

Recommended Action on Idaho Foundation Standards for Science Teachers

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

IDAHO STANDARDS FOR BIOLOGY TEACHERS

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

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

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

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

Knowledge

- 4(a) The teacher understands the major underlying theories and principles of molecular and organismal biology, including: structure and function, growth and development, and organization for matter and energy flow.
- 4(b) The teacher understands the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.
- 4(c) The teacher understands the major underlying theories and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.
- 4(d) The teacher understands the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi and exams provided evidence that teacher candidates are introduced to the main concepts indicated within biology content knowledge, including the theories and principles of molecular and organismal biology, ecology, genetics, and evolution. Syllabi include detailed components of scheduled learning of key principles and application in lab settings. Exams show details of what is covered and assessed. Final grades for exams for individual students included, but not specific examples, feedback, or discussion.

Sources of Evidence

- *BIOL-181 Syllabus indicated topics and schedule*
- *BIOL-181 Exams: “Ecology” and “Evolution”*
- *BIOL-182 Syllabus indicated topics and schedule*
- *BIOL-182 Exams: “Photosynthesis and Respiration” and “Genetic Information”*
- *BIOL-213 Syllabus indicated topics and schedule*
- *BIOL-213 Exam: “Major Organ Systems”*
- *Biology Praxis Exam*

Performance

- 4(e) The teacher develops lessons based on the major underlying theories and principles of molecular and organismal biology including; structure and function, growth and development, and organization for matter and energy flow.
- 4(f) The teacher develops lessons based on the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.
- 4(g) The teacher develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.
- 4(h) The teacher develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate work samples, teaching videos, and syllabi provide evidence that teacher candidates demonstrate performance of developing lessons based on the major theories and principles in biology content knowledge. The PBAs show extensive planning and application to standards and goals, teaching strategies, connections to science, and classroom management, design, and procedures. Introductory and background reflection/information shows intentional and extensive focus on understanding students, their needs, and how to guide lesson design to meet those needs within the context of the content area. None of the included science student examples indicated any instructor feedback, but other content areas did.

Sources of Evidence

- *ED-447 Syllabus: Objective – “Writing an Instructional Unit”*
- *ED-447 Performance-Based Assessments*
- *ED-460 Performance-Based Assessments*
- *ED-460 Teaching Videos*

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

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

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

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

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

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

Summary

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

Areas for Consideration

- *Consider showing feedback to candidates on assessments and work examples in addition to overall grades; provide rubrics for assignments to clearly show what is expected from the candidates.*
- *Indicate how the candidate performance and results on assessments are guiding change and growth of the programs*

- *Provide context to teaching video evidence as to what was being addressed and taught by the candidates as well as how these linked to the expectations within the associated course.*
- *Providing more breadth of evidence across all associated biology science content components expected of candidates would make the evidence clearer. (e.g. ecology-related concepts not as clearly identified)*

Recommended Action on Idaho Standards for Biology Teachers

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

IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS

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

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

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

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

Knowledge

- 4(a) The teacher understands the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.
- 4(b) The teacher understands major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.
- 4(c) The teacher understands the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *Syllabi and exams provided evidence that teacher candidates are introduced to the main concepts indicated within Earth and space science content knowledge, including the theories and principles of Earth's place in the universe, Earth's systems, and Earth and human activity. Syllabi include detailed components of scheduled learning of key principles and application in lab settings. Exams show details of what is covered and assessed. Final grades for exams for individual students included, but not specific examples, feedback, or discussion.*

Sources of Evidence

- *PHYS-205 Syllabus indicated topics, assignments, and schedule*
- *PHYS-205 Exam: "Solar System Universe"*

- *GEOL-120 Syllabus indicated topics, assignments, and schedule*
- *GEOL-120 Final Exam*
- *Earth & Space Science Praxis Exam*

Performance

- 4(d) The teacher develops lessons based on the major underlying theories and principles of Earth’s place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.
- 4(e) The teacher develops lessons based on the major underlying theories and principles of Earth’s systems including; plate tectonics, Earth materials and systems, the roles of water in Earth’s surface processes, weather and climate, and biogeology.
- 4(f) The teacher develops lessons based on the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate work samples and syllabi provide evidence that teacher candidates demonstrate performance of developing lessons based on the major theories and principles in Earth and space science content knowledge. The PBAs show extensive planning and application to standards and goals, teaching strategies, connections to science, and classroom management, design, and procedures. Introductory and background reflection/information shows intentional and extensive focus on understanding students, their needs, and how to guide lesson design to meet those needs within the context of the content area. None of the included science student examples indicated any instructor feedback, but other content areas did.

Sources of Evidence

- *ED-447 Syllabus: Objective – “Writing an Instructional Unit”*
- *ED-447 Performance-Based Assessments*
- *ED-460 Performance-Based Assessments*
- *ED-460 Teaching Video*

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

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

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

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

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

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

Summary

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

Areas for Consideration

- Show feedback to candidates on assessments and work examples in addition to overall grades; provide rubrics for assignments to clearly show what is expected from the candidates.
- Indicate how the candidate performance and results on assessments are guiding change and growth of the programs
- Provide context to teaching video evidence as to what was being addressed and taught by the candidates as well as how these linked to the expectations within the associated course.
- Provide more breadth of evidence across all associated Earth and space science content components expected of candidates (e.g. human impacts not as clearly identified)

Recommended Action on Idaho Standards for Earth and Space Science Teachers

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

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES 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.*

Knowledge

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Evidence from the course syllabus from ED 445, which states that students learn instructional models and practices with classroom management strategies, speaks to Knowledge 1(a). Additionally, student example from ED 321 Case Study RTI shows that candidates understand environmental impacts both inside and outside the school. Another indicator of candidate understanding is the well-researched Journal Article Paper dated 3 November 2018 that demonstrates that candidates have an up to date understanding and are familiar with research in the field of intellectual, social, personal development and environmental factors in student learning (1 (b)).

Sources of Evidence

- ED 445 Instructional Strategies & Classroom Management 6-12 Syllabus
- ED 321 Case Study RTI Paper
- Journal Article Paper – 3 November 2018

Performance

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Statements from the ED-447 Content Area Methods class syllabus provided evidence that candidates must understand that their work is valuable in preparing students to engage in civic life and politics. Anderson PBA 447H is an example of a teacher candidate

that understands this in his lesson, which deals with civic life, demonstrating how societies began to evolve (1c). Tertiary, PBAF1901 – Federalism: Powers Divided with Impeachment demonstrates that candidates are exposing students that civic life, politics and government can also be intertwined (1c).

Sources of Evidence

- *PBAF1901 – Federalism: Powers Divided with Impeachment*
- *Anderson PBA 447H*
- *Syllabus ED-447*

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

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

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

Knowledge

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP has many examples showing that candidates are working effectively in the field. For example, various examples of candidate artifacts show different geography projects (4a). Another good example is document 460 PBA2 SP 21 B01, an example of economic influence in historical and societal matters (4c). Also, 460 PBA2 SS S21 A01 is a good example of a candidate of history and the fact that government can change over time (4b).

Sources of Evidence

- 460 PBA2 Sp. 21 B01
- 460 PBA2 SS S21 A01
- Various candidate artifacts from the Capstone Project folder

Performance

- 4(h) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.
- 4(i) The teacher incorporates methods of inquiry and scholarly research into the curriculum.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Based on student work examples, the EPP does a good job of incorporating scholarly research. However, the artifact Hussey-Full PBA.docx is a very good example of inserting research into the curriculum (4h). Secondly, the Singapore Comparative Government paper meets the requirements of standard (4i).

Sources of Evidence

- Citizenship Test & Self-Reflection Paper
- POLS285 – Singapore Comparative Government term paper
- Hussey-Full pBA.docx

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Hoops’ unit rationale “The students will benefit from understanding historical concepts relating to world history and civilization as it will give them a deeper understanding of how their lives are shaped by the past” is a great piece to show that candidates are incorporating historical knowledge to guide learners (5a). It is also clear candidates are encouraged to gain historical knowledge through research as shown by the SS499 research paper for Dr. Van Lanen. All pieces shown are great examples of interpreting social studies concepts (5b).

Sources of Evidence

- Larsen PBA 447
- Hoops’ ED 445/447 Performance Based Assessment
- Dr. Van Lanen SS 499 Final Research paper - *From the Shoulders of an Aspiring Brown Beret: An Oral History on the Political Socialization of a Lower Class, Migrant Chicana Woman During the 1960s and 1970s*
- Student and staff interviews

Performance

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Teacher candidate work in this area is very good. Capstone project SS499s1993 is a very good example of 5(c) chronological thinking. The Animal Farm lesson sample is a strong

example of 5(d); however, it would have been stronger if a link to the Go React video was available. Capstone project SS499 is a great piece of evidence of 5(e).

Sources of Evidence

- Capstone project SS499s1993 Henry Talkington Research
- From the LCSC Senior Research Symposium Capstone project SS499 Appeal to Peasantry: Socialist Implication of Land Reform in 20th Century Mexico
- PBAF19.docx Animal Farm Socratic Seminar

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

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

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

Knowledge

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Strategies for 8(a) are evidenced by teacher candidate lesson plans known as PBA. Each lesson had strengths and weaknesses in all areas, however, when taken as a whole, each PBA met the thresholds of clear, coherent reading, speaking and listening within the context of social studies. It should be noted that all sources did an adequate job of making accommodations for all learners.

Sources of Evidence

- Larsen PBA 447
- Tarkalson PBA
- 460 PBA F190 A01

Performance

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Strategies for 8(b) are evidenced by teacher candidate lesson plans known as PBA. Each lesson had strengths and weaknesses in all areas, however when taken as a whole, each PBA met the thresholds of clear, coherent reading, speaking and listening within the context of social studies. It should be noted that all sources did an adequate job of making accommodations for all learners.

Sources of Evidence

- Larsen PBA 447
- Tarkalson PBA
- 460 PBA F190 A01

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

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

Summary

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

Areas for Consideration

- If colleagues are willing, attach syllabus from content area coursework. For example, syllabus from History 101
- Although the evidence was from many sources for history and government, there were misplaced pieces of evidence for P.E.
- According to the LC info secondary document there are years where completers were listed as NA indicating not a lack of completers but the EPP had very few completers. While much of

this is out of the EPP control, I would encourage the EPP to display more evidence from the candidates who are in the program.

Recommended Action on Idaho Foundation Standards for Social Studies Teachers

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

IDAHO STANDARDS FOR HISTORY TEACHERS

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

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

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

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

Knowledge

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *The EPP can show strong examples that its candidates meet several areas of content knowledge. Various examples of candidate artifacts show different geography projects (4a). Another good example is document 460 PBA2 SP 21 B01, an example of economic influence in historical and societal matters (4c). Also, 460 PBA2 SS S21 A01 which is a good example of a candidate of history and the fact that government can change over time (4b).*

Sources of Evidence

- 460 PBA2 Sp 21 B01
- 460 PBA2 SS S21 A01
- Various candidate artifacts from the Capstone project folder

Performance

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *Based on student work examples, the EPP does a good job of incorporating scholarly research samples. However, the artifact Hussey-Full pBA.docx is a very good example of inserting research into the curriculum (4h). Secondly, the Singapore Comparative Government paper meets the requirements of standard (4i).*

Sources of Evidence

- Citizenship Test & Self-Reflection Paper
- POLS285 – Singapore Comparative Government term paper
- Hussey-Full pBA.docx

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

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

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

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

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

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

Summary

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

Areas for Consideration

- *If colleagues are willing, attach syllabus from content area coursework. For example, syllabus from History 101*
- *Although the evidence was from many sources for history and government, there were misplaced pieces of evidence for P.E.*
- *According to the LC info secondary document there are years where completers were listed as NA indicating not a lack of completers but the EPP had very few completers. While much of this is out of the EPP control, I would encourage the EPP to display more evidence from the candidates who are in the program.*

Recommended Action on Idaho Standards for History Teachers

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

PROGRAM DESIGN REVIEW - CHEMISTRY

THIS FORM IS USED TO REVIEW AN EDUCATOR PREPARATION PROGRAM WITH A LACK OF COMPLETERS.

Name of Provider	Lewis-Clark State College	EPP Review Dates	12 / 11-14 / 2021
Program Name	Chemistry, 6-12	# of Completers in Last Seven (7) Years	4
If more than five (5) completers in last seven (7) years, provide the rationale for request.	NA		
Report Preparer Name/Title	William Gregory Harman, Accreditation Coordinator		
Report Preparer Email/Phone	wgharman@lcsc.edu 208-792-2849		

Section I: Program Course Requirements

Directions: For each pathway that leads to certification in this program, provide the complete, minimum course list required for a candidate to earn an institutional recommendation for this program. List specifics for each course identified, including course numbers, titles, and course descriptions. All specific evidence for Section I must be included in a single PDF. Links to outside documents or websites will not be considered.

Section II: Alignment to the *Idaho Standards for Initial Certification of Professional School Personnel*.

Directions: The tables below include each set of standards that may apply to the Program Design Review. Complete each table, explaining how program design and any available evidence align with Foundation Standards (if applicable) and Program Standards in the *Idaho Standards for Initial Certification of Professional School Personnel*. If the program includes no Foundation Standards, delete the Foundation Standards table. Submit evidence for this section as a single PDF to accompany this form. Links to outside documents or websites will not be considered.

Course Requirements Chemistry with Secondary Education

Bachelors' Degree in Chemistry Major Requirements

Course #	Course Name	Course Description	Credits
CHEM-111	PRINCIPLES OF CHEMISTRY I	A systematic and intensive treatment of chemical principles and their applications. Four hours of lecture/recitation, and one 3-hour laboratory per week.	4 (counted in gen-ed credits)
CHEM-112	PRINCIPLES OF CHEMISTRY II	Elementary theoretical chemistry and its application to analytical practice. Includes emphasis on intermolecular forces, equilibrium, electrochemistry and nuclear chemistry. Four hours of lecture/recitation and one 3-hour laboratory per week.	4
CHEM-300	PHYSICAL CHEMISTRY I WITH LABORATORY	Investigates Properties of Matter and Gases, Laws of Thermodynamics, Energy Changes, Chemical and Phase Equilibrium, Solutions, and Chemical Kinetics. Laboratory component demonstrates and tests these concepts (3 hour lab).	4
CHEM-306	PHYSICAL CHEMISTRY II	Topics include Quantum theory, Atoms, Diatomic Molecules, Polyatomic Molecules and Spectroscopy.	3
CHEM-325	QUANTITATIVE ANALYSIS	Theory of classical gravimetric and volumetric chemical analyses with an introduction to instrumental techniques. Basic data handling and statistics, chemical equilibrium, electrochemistry. Three hours of lecture per week.	5
CHEM-371	ORGANIC CHEMISTRY I	Principles and theories of organic chemistry and the properties, preparations, and reactions of organic compounds. Three hours of lecture per week.	3
CHEM-373	ORGANIC CHEMISTRY I LAB	Laboratory to accompany Chemistry 371. One 3-hour lab per week.	1
CHEM-372	ORGANIC CHEMISTRY II	Continuation of Chemistry 371. Three hours of lecture per week.	3
CHEM-376	ORGANIC CHEMISTRY II LAB	Laboratory to accompany Chemistry 372. 3-hours of lab per week and information literacy.	2
CHEM-454	INSTRUMENTAL ANALYSIS	Course covers the basic principles and use of instruments. Ultraviolet, visible, infrared, Raman, and atomic absorption spectroscopy. Electrochemistry.	5
CHEM-463	INORGANIC CHEMISTRY	Course covers the basic principles of descriptive chemistry, coordination chemistry, models of bonding in transition metal complexes, molecular symmetry, molecular orbital theory, spectroscopy, and organometallic chemistry. The laboratory component introduces the student to standard aspects of synthetic inorganic chemistry, bioinorganic chemistry, organometallic chemistry and catalytic chemistry.	4
CHEM-481	BIOCHEMISTRY I	A study of protein structures and functions and the basics of sugar and lipid protein analysis. Three hours of lecture and one 3-hour laboratory per week.	4
MATH-175	CALCULUS II	Applications of the integral, symbolic and numerical techniques of integration, inverse transcendental functions. Sequences and series, with an emphasis on power series and approximation.	4
PHYS-112	GENERAL PHYSICS II	Electricity and magnetism, optics, modern physics. General Physics II is the sequel to General Physics I. Course covers the fundamental principles of	4-5

		electricity, magnetism, and light. There are three hours of lecture and one 3-hour laboratory per week.	
or PHYS-212	ENGINEERING PHYSICS II	Electricity and magnetism, optics, modern physics. Engineering Physics II is the sequel to Engineering Physics I. Principles of electrodynamics theory, elements of optics, and modern physics are examined using analytic problem solving and laboratory exploration. There are four hours of lecture and one, three-hour laboratory per week.	4-5
			46-47

Secondary Education Major Requirements

Course #	Course Name	Course Description	Credits
<i>Phase I - Professional Foundations of Education – can take these courses at any time</i>			
ED-214	PRINCIPLES OF EDUCATION	An introduction to the teaching profession through consideration of relevant principles including the importance of education and teaching, the purpose of schools, teaching orientations and styles, trends in education, international influences on American education, the changing nature of American education, the administration and governance of schools, school funding, social issues affecting education and learning, schools and their environs, and education in other societies. Includes twenty hours of field experience in area elementary and secondary schools.	3.00
ED-224	MEDIA & TECH FOR DIGITAL WORLD	Media & Technologies for Living in a Digital World is a course to address the design, development, and implementation of current media and technologies for communication and learning purposes. Through participation in this course, students will develop the knowledge and skills necessary to effectively design, develop, and use a variety of types of media and to select and implement a variety of current technologies as tools to create and deliver media effectively. Students will also become familiar with the issues and implications of being a successful and safe citizen in a digital world and develop digital literacy skills.	2.00
ED-318	ASSESSMENT OF LEARNING	An introduction to the theory of assessment. Presents the foundational concepts, principles, and procedures needed to systematically acquire, organize, and apply information about learners and learning. This course is a component in the elementary teacher education program's technology strand and is designated as technology-intensive. Pre-requisite: Elementary Education Majors must be admitted to education program.	3.00
ED-321	EDUCATIONAL PSYCHOLOGY	Psychology directly applicable to teaching and learning: Basics of our thinking physiology; basics of interpreting relevant research; development theories and their relation to learning; motivation theories and means to motivate students; behaviorism as applied and misapplied to classroom management and instruction; differentiating based upon receptive/perceptive modes, intelligences, and learning styles; memory and cognition paths; and the personally and socially constructed nature of knowing.	3.00
ED-345	CULTURALLY RELEVANT TEACHING	The course is designed for classroom teachers and future teachers and will provide information for the selection of teaching strategies suited to the learners culture, literacy, language proficiency, and communication skills. The course will examine issues related to working with diverse peoples, deepen levels of awareness regarding individual differences and develop an understanding of the challenges of language acquisition in the classroom setting. Specific teaching strategies for students whose first language is not English	3.00
SE-322	INCLUSION STRATEGIES K-12 (may be taken in Phase I or Phase II)	Designing strategies for teaching and assisting individuals with learning differences or disabilities in school settings. Emphasizes standards of performance related to teaching and team responsibilities of professionals working to assist students with individual strengths or needs.	3.00
<i>Phase II - Professional Studies in Education - must apply and be admitted to Education Program to take these courses</i>			
RE-309	DISCIPLINARY LITERACY	This course provides the background, issues, and strategies for future teachers to help intermediate, middle, and secondary students increase their literacy comprehension across disciplines. The course is designed to	3.00

		support content instruction using research-based literacy strategies for all learners. Topic areas include increasing comprehension of content in informational and narrative text, writing to persuade and inform, and using digital resources appropriately to engage in critical thinking, creativity, and collaborative problem solving.	
ED-424	MEDIA & TECHNOLOGIES FOR TEACHING, K-12	Media & Technologies for Teaching, K-12 is a course to address the strategic integration of current media and technologies into teaching and learning. Through participation in this course, students, as teacher candidates, will recognize the accepted professional standards regarding the roles and responsibilities that teachers serve to create and maintain learning environments best served by current technologies. Students will develop the knowledge and skills necessary to effectively design, develop, select, and implement a variety of types of instructional media and to implement a variety of current technologies as enhancements to teaching and learning processes. Students will also become prepared to foster sound principles of digital citizenship and digital literacy in teaching and learning environments.	2.00
ED-445	INSTRUCTIONAL STRATEGIES AND CLASSROOM MANAGEMENT, 6-12	This course familiarizes students with a variety of instructional models and practices, classroom management strategies, and the building of learning communities to meet the needs of students in grades 6-12. Students demonstrate pedagogical knowledge, skills, and dispositions. Students develop products that demonstrate understanding of key aspects of classroom environment, instruction, management, and motivation. Includes significant clinical experience hours in area secondary schools.	3.00
ED-447	TEACHING METHODS IN THE CONTENT AREA	This course combines theoretical and practical learning experiences in pedagogical content knowledge. Students demonstrate requisite knowledge, skills, and dispositions through authorship of content-specific unit plans. Special emphasis is placed on teaching methods and strategies relevant to a content area. Provides a meaningful pre-internship clinical experience in the content area for students. Course can be taken within one academic year of Clinical Internship.	2.00
<i>Phase III - Instructional Methods in Education - must complete all the preceding courses + pass required Praxis content-area examination(s) to take these courses/be placed in Clinical Internship</i>			
ED-452	INTERNSHIP SEMINAR	This seminar promotes self-reflection and the successful transition into the teaching profession through opportunities for interns to address and reflect upon their internship experiences and contemporary and perennial issues that affect and inform their praxis. Pre-requisite: Admission into the Secondary Education Program.	1.00
ED-460	PROFESSIONAL INTERNSHIP IN EDUCATION 6-12	The integration and application of pedagogical knowledge, skills, and dispositions necessary to successfully design, develop, deliver, and evaluate instruction during a semester-long internship with an on-site secondary teacher educator. Interns are asked to utilize a variety of traditional and contemporary teaching strategies, aids, materials, and activities to meet the needs of a culturally and intellectually diverse classroom population. Interns will participate in regular seminars, lectures, and/or laboratory sessions in support of their internship activities. The intern should have a means of transportation to the internship school.	12.00
			40.00

FOUNDATION STANDARDS

Within the narrative, the links will take you directly to the appropriate place in the appendices.

FOUNDATION STANDARD	DESIGN NARRATIVE: How is the standard being met? What courses from Section I address the standard? EVIDENCE EXPLANATION: How does the provided evidence support the standard?
<p>Standard 1 Learner Development</p>	<p><i>...understands how learners grow & develop...</i> Understanding of developmental stages and discernment between aspects of development (cognitive, identity, moral, minority-identity) and general growth is taught in ED-321, Educational Psychology and knowledge of it is applied by each candidate in a simulated case-study paper. Further understanding of minority identity development is taught in ED-345, Culturally Relevant Teaching. Further understanding of development for students with specific learning challenges is taught in SE-322, Inclusion Strategies, K-12. <i>... designs and implements developmentally appropriate and challenging learning experiences.</i> As well as simulation assignments, such as the case study paper in ED-321, candidates are assessed on the appropriateness of their lesson for engaging and teaching the students, including consideration of level, differentiation, cultural relevance, and specific learning challenges using our Performance-Based Assessment, which is employed as a value-added measure by having each candidate carry it out once for their co-requisite methods courses (general methods, ED-445, Instructional Strategies & Classroom Management & subject-specific methods, ED-447, Teaching Methods in the Content Area), and again in their Clinical Internship (see Clinical Internship Handbook {available upon request} & syllabus for ED-460) in their final semester.</p>
<p>Standard 2 Learning Differences</p>	<p><i>...uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i> Individual differences are emphasized in the differentiation unit in ED-321, Educational Psychology, which is assessed via a simulation lesson plan assignment in which extensive differentiation for levels of thinking, receptive/perceptive differences, learning style differences, and separate intelligences have to be present and noted by the candidates. ED-345, Culturally Relevant Teaching, is a course dedicated to understanding and working with cultural differences and making fully inclusive environments. SE-322, Inclusion Strategies, K-12, is a course dedicated to teaching the candidates to create fully inclusive environments for students with specific learning challenges, and also spends course time on inclusion for ENL students. Attention to learning differences for all students is assessed in our Performance-Based Assessment (PBA), including differentiation for learning differences and modifications (adaptations/accommodations) for students with specific learning challenges, which requires the candidates to seek out resources and ideas for making student and lesson-specific modifications. The PBA is employed as a value-added measure by having each candidate carry it out once for their co-requisite methods courses (general methods, ED-445, Instructional Strategies & Classroom Management & subject-specific methods, ED-447, Teaching Methods in the Content Area), and again in their Clinical Internship (see Clinical Internship Handbook {available upon request} & syllabus for ED-460) in their final semester.</p>
<p>Standard 3 Learning Environments</p>	<p><i>... 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.</i> Our entire program and all of our faculty emphasize that building a community of learners as a positive, supportive, trust-enhancing environment is central to educating. A focus on such environment clears the way for classroom management to be based upon reciprocity, kindness, and trust rather than upon arbitrary control, regimentation, or fear. This is built as a premise into the instruction theory and methods of every course from ED-214, Principles of Education, through ED-321, Educational Psychology, ED-345, Culturally Relevant Teaching, RE-309, Disciplinary Literacy, SE-322, Inclusion Strategies, to the co-requisite methods courses, general methods, ED-445, Instructional Strategies & Classroom Management and subject-specific methods, ED-447, Teaching Methods in the Content Area. The candidates' Professional Portfolios, one of our key assessments evaluated at the end of Clinical Internship, reflect the emphasis upon the caring environment created by our candidates in their work in classes, clinical experiences, and clinical internship. The Performance-Based Assessment also evaluates the candidates for positive learning environment in the performing section.</p>

<p>Standard 4 Content Knowledge</p>	<p>... understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches...</p> <p>The candidates for secondary and K-12 endorsements at Lewis-Clark State College must obtain a bachelors' degree in the content area for which they are getting endorsement (see program requirements for the content area degree), which requires mastering the content knowledge of the discipline at a level sufficient for the bachelor's degree independent of their application of it in teaching contexts.</p> <p>The candidates must all pass the State-required Praxis examinations in their content area before they are placed in clinical internship. No candidate can successfully complete the program without obtaining a passing score according to State requirements on their content-area Praxis examination.</p> <p>...creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content...</p> <p>The co-requisite methods courses (general methods, ED-445, Instructional Strategies & Classroom Management & subject-specific methods, ED-447, Teaching Methods in the Content Area) are designed to teach candidates to plan and instruct at the appropriate levels and in their specific content areas in ways that are engaging, accessible, and meaningful. Planning and instruction of content is assessed with the Performance Based Assessment for these methods courses and again in their clinical internship.</p>
<p>Standard 5 Application of Content</p>	<p>...understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving...</p> <p>The co-requisite methods courses (general methods, ED-445, Instructional Strategies & Classroom Management & subject-specific methods, ED-447, Teaching Methods in the Content Area) teach candidates to plan and instruct in ways that engage higher-level thinking (analysis & synthesis) and teach and promote cooperative learning strategies. Planning and instruction of content with attention to forms and levels of engagement is assessed with the Performance Based Assessment for these methods courses and again in their clinical internship.</p>
<p>Standard 6 Assessment</p>	<p>understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide 's and learner's decision making.</p> <p>Candidates take ED-318, Assessment of Learning, a course dedicated to teaching multiple forms of assessment, their possibilities and limitations, and encourages a culture of meaningful assessment and evaluation to guide teaching.</p> <p>Assessment that is aligned with standards and objectives is required to be employed diagnostically, comprehensively, and to enhance student understanding and motivation in the Performance-Based Assessment, evaluated in their co-requisite methods courses' clinical experience and again in their Clinical Internship.</p>
<p>Standard 7 Planning for Instruction</p>	<p>...plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context</p> <p>Lesson and unit planning are practiced in a graduated manner, starting in ED-321, Educational Psychology, with a simulated lesson plan that emphasizes (and rubric-assesses) objective formation and alignment of Standards to goals to objectives to activities, designed using valid learning theories to encourage student engagement. Alignment of assessments is added as an emphasis in ED-318, Assessment of Learning. ED-345, Culturally Relevant Teaching requires the students to plan instruction for cultural diversity. SE-322, Inclusion Strategies, requires candidates to lesson plan with modifications according to 504s and IEPs. RE-309, Disciplinary Literacy has the candidates lesson plan with content literacy strategies. The co-requisite methods courses (general methods, ED-445, Instructional Strategies & Classroom Management & subject-specific methods, ED-447, Teaching Methods in the Content Area) teach candidates to plan and instruct at the appropriate levels and in their specific content areas in ways that are engaging, accessible, and meaningful. Planning of units and three lessons, then instruction using what was planned, is assessed with the Performance Based Assessment in these methods courses and again in their clinical internship.</p>
<p>Standard 8 Instructional Strategies</p>	<p>...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.</p> <p>Strategies:</p> <ul style="list-style-type: none"> premiered in developmental levels, that use various motivation theories, and that stem from behaviorist and cognitive learning theories are taught in ED-321, Educational Psychology. particular to engaging and encouraging learners with cultural differences, including ENL learners, are taught in ED-345, Culturally Relevant Teaching.

	<ul style="list-style-type: none"> ● involving modifications for students with specific, identified learning challenges are taught in SE-322, Inclusion Strategies. ● for enhancing content-area literacy and working with students with literacy challenges are taught in RE-309, Disciplinary Literacy. ● for working with various group sizes, for cooperative, direct, and dialogic instruction, and for providing all the strategies through clear communication are emphasized in ED-445, Instructional Strategies and Classroom Management, K-12 ● for teaching specific to the content area in ways that are engaging and meaningful is taught in ED-447, Teaching Methods in the Content Area. <p>In the Performance-Based Assessment, the candidates’ strategies are evaluated for their facilitation of content, coherence for effective instruction, differentiation, modification, use of literacy strategy (all in assessment of planning), plus communication, engagement, and management (in the performing section).</p>
<p>Standard 9 Professional Learning and Ethical Practice</p>	<p>... 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</p> <p>The engagement of the candidates throughout the program is the first evidence of their learning and self-evaluative stance. They must obtain a B- or better in every program course to successfully complete the program, and each course expects positive engagement in learning all of the aspects of professional practice. The Professional Portfolio contains candidates’ self-selected artifacts representing their professional learning, reflection, and self-evaluation.</p> <p>The Performance-Based Assessment’s Section 4 is comprised of reflection upon the teaching process that requires candidates to generate meaningful reflections on both strengths and challenges, both positive accomplishments and matters on which they require improvement. It also explicitly assesses growing in the profession and professional character.</p> <p>All candidates must provide a substantive IPLP as required by the State to successfully complete the program. The IPLP is a definitive statement of candidates’ intention to pursue further professional learning.</p>
<p>Standard 10 Leadership and Collaboration</p>	<p>...seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p>The Performance-Based Assessment, in Section 4, Reflecting, specifically assesses candidates’ communication and collaboration with other stakeholders.</p> <p>The Professional Portfolio provides self-selected artifacts which represent the candidates’ involvement with students and other stakeholders as well as leadership opportunities taken.</p>

PROGRAM STANDARDS

PROGRAM STANDARD	DESIGN NARRATIVE: How is the standard being met? What courses from Section I address the standard? EVIDENCE EXPLANATION: How does the provided evidence support the standard?
<p>Standard 4</p> <p>Content Knowledge</p>	<p>All candidates must take and pass, at State of Idaho requirement levels (a score of at least 139), the Praxis content test in chemistry (5245), which requires the candidate to have knowledge of the material listed in the knowledge indicators 4(a-r).</p> <p>In addition, the courses/experiences facilitation of and engagement of candidates in the material, by indicator, follows (please refer to course descriptions, above. Syllabi available upon request).</p> <p>Current Knowledge Indicators</p> <p>4(a) has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry. MATH-175, PHYS-112/212, and mathematics within the work of each CHEM course.</p> <p>4(b) understands fundamental structures of atoms and molecules. CHEM-111, CHEM-112, CHEM-306</p> <p>4(c) understands basic principles of ionic, covalent, and metallic bonding. CHEM-112</p> <p>4(d) understands periodicity of physical and chemical properties of elements.</p> <p>4(e) understands laws of conservation of matter and energy. CHEM-111, CHEM 112</p> <p>4(f) understands fundamentals of chemical kinetics, equilibrium and thermodynamics.</p> <p>4(g) understands kinetic molecular theory and gas laws. CHEM-300</p> <p>4(h) understands mole concept, stoichiometry, and laws of composition. CHEM-112, CHEM-300, CHEM-325</p> <p>4(i) understands solutions and colligative properties. CHEM-300</p> <p>4(j) understands acids/base chemistry.</p> <p>4(k) understands fundamental oxidation-reduction chemistry. CHEM-112, CHEM-300</p> <p>4(l) understands fundamental organic chemistry and biochemistry. CHEM-371, CHEM-372, CHEM-373, CHEM-376, CHEM-481</p> <p>4(m) understands applications of chemistry in personal and community health and environmental quality. – <i>The major does not contain a course that addresses this indicator</i></p> <p>4(n) understands fundamentals of nuclear chemistry. CHEM-112</p> <p>4(o) understands the importance of accuracy and precision in measurements. CHEM-325</p> <p>4(p) understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.</p> <p>4(q) understands the different types of chemical reactions.</p> <p>4(r) understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations. CHEM-111, CHEM-112</p> <p>Current Performance Indicators:</p> <p>4(s) models the application of mathematical principles and the connections that exist between mathematics and chemistry.</p> <p>4(t) demonstrates their knowledge of fundamental structures of atoms and molecules.</p> <p>4(u) applies the basic principles of ionic, covalent, and metallic bonding.</p> <p>4(v) utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).</p> <p>4(w) illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).</p>

- 4(x) applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.
- 4(y) is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.
- 4(z) can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).
- 4(aa) applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).
- 4(bb) applies the concepts of acids/base chemistry to predict properties and reactions.
- 4(cc) is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.
- 4(dd) demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.
- 4(ee) relates the fundamental principles of chemistry to personal and community health and environmental quality.
- 4(ff) can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
- 4(gg) applies accuracy and precision to their measurements and calculations.
- 4(hh) applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
- 4(ii) categorizes and identifies a variety of chemical reaction types.
- 4(jj) can utilize symbolic and particulate models to interpret and explain macroscopic observations.

With 0-5 candidates having moved through the program over the past cycle, we have no performance samples from candidates in the program to offer for evidence of performance enhancement indicators.

Even with such samples, the particularity of the indicators' demands make it unlikely that any EPP would be able to assure that all of them have been performed by every candidate in the formally evaluated 4 -6 hours, the informally observed 16-20 hours, or even the total clinical experience/internship teaching hours (approximately 250 hours, with repetition of lessons for sections of the same course considered). This is one of the reasons that the State is voting in Jan, '22 on revised evaluation that does not depend upon covering indicators in a checklist approach.

What we can assure is that the spirit of the standard is being met, in which our candidates are effectively engaging students in the content of the discipline, inevitably teaching what is in a sub-set of these indicators. To assure this, [ED-447](#) is specifically to instruct candidates on the application of their content and its aspects, and give them a chance to teach at least once to a full class in their clinical experience. Then, in clinical internship ([ED-460](#)), they teach full classes for around eight of their sixteen-week placements. In both ED-447 and Clinical Internship, the candidates' teaching is evaluated formally twice, one time using the Danielson rubrics and one time according to our own [Performance-Based Assessment](#). Rubric items in planning and performance involve facilitation of and student engagement with content in the discipline.

PROGRAM DESIGN REVIEW - PSYCHOLOGY

THIS FORM IS USED TO REVIEW AN EDUCATOR PREPARATION PROGRAM WITH A LACK OF COMPLETERS.

Name of Provider	Lewis-Clark State College	EPP Review Dates	12 / 11-14 / 2021
Program Name	Psychology 6-12	# of Completers in Last Seven (7) Years	0
If more than five (5) completers in last seven (7) years, provide the rationale for request.	NA		
Report Preparer Name/Title	William Gregory Harman, Accreditation Coordinator		
Report Preparer Email/Phone	wgharman@lcsc.edu 208-792-2849		

Section I: Program Course Requirements

Directions: For each pathway that leads to certification in this program, provide the complete, minimum course list required for a candidate to earn an institutional recommendation for this program. List specifics for each course identified, including course numbers, titles, and course descriptions. All specific evidence for Section I must be included in a single PDF. Links to outside documents or websites will not be considered.

Section II: Alignment to the *Idaho Standards for Initial Certification of Professional School Personnel*.

Directions: The tables below include each set of standards that may apply to the Program Design Review. Complete each table, explaining how program design and any available evidence align with Foundation Standards (if applicable) and Program Standards in the *Idaho Standards for Initial Certification of Professional School Personnel*. If the program includes no Foundation Standards, delete the Foundation Standards table. Submit evidence for this section as a single PDF to accompany this form. Links to outside documents or websites will not be considered.

Course Requirements

Psychology with Secondary Education

Bachelors' Degree in Psychology Major Requirements

Course #	Course Name	Course Description	Credits
PSYC-101	INTRODUCTION TO GENERAL PSYCHOLOGY	This general survey of psychology typically explores research methodology, biopsychology, human development, memory, consciousness, motivation, emotions, personality, mental disorders, therapy, health psychology, social psychology, etc.	3.00
PSYC-226	BIOLOGICAL BASES OF BEHAVIOR	Introduces students to a field of neuroscience that is variously referred to as physiological psychology, biopsychology, behavioral biology, or behavioral neuroscience. The main focus is on gaining and/or demonstrating an understanding of relationships between central nervous system processes and human behavior.	3.00
PSYC-240	PHILOSOPHICAL & HISTORICAL ROOTS OF PSYCHOLOGICAL SCIENCE	A historical survey of the philosophical and scientific approaches relevant to the modern field of psychological science. The intellectual development of psychology is explored through an examination of the innovative ideas, theoretical systems, and methodological advances of influential thinkers, along with the social, economic, and historical context in which those ideas, schools of thought, and methodologies formed. The philosophical questions woven through both historical and contemporary issues in psychological science (e.g. What is the nature of the mind? Does free will exist?) will be highlighted to increase understanding of the modern, seemingly disjointed, identity of the field.	3.00
PSYC-300	STATISTICAL METHODS	Survey of descriptive and inferential statistical concepts commonly used in the treatment of data in social science research. The understanding and application of the concepts will be emphasized. Topics include: measures of central tendency, measures of variability, correlation methods, hypothesis testing and simple analysis of variance.	3.00
PSYC-311	ABNORMAL PSYCHOLOGY	Study of the conceptualization and treatment of psychological difficulties including: anxiety disorders, mood disorders, schizophrenia, and personality disorders. Issues related to multiculturalism and gender, and issues of controversy are also explored.	3.00
PSYC-320	SOCIAL PSYCHOLOGY	An exploration of the scientific study of the way in which people's thought, feelings, and behavior are influenced by the real, implied, or imagined presence of other people. Acquaints students with the main theoretical and methodological approaches, along with the resulting empirical findings, that have shaped the field of social psychology. Social psychologists examine how people are influenced by, or influence, others by investigating topics such as social cognition, the self, social perception, social influence, aggression, attitudes, attraction, group behavior, stereotypes, discrimination, prejudice, and prosocial behavior. Encourages the application of social psychological theory, processes, and concepts to everyday social situations, firsthand experiences, and relevant media via writing assignments	3.00
PSYC-385	RESEARCH METHODS	Develops students' ability to design an empirical study within the ethical constraints of human research and to understand the results of research in professional journals. Specific research designs covered include archival research, experimental designs, naturalistic observation, participant observation, quasi-experimental designs, single subject designs, and survey research. Integrates (1) analytical and evaluative thinking, (2) descriptive, explanatory, and critical writing, and (3) basic knowledge of the theory and application of qualitative and quantitative research design.	3.00
PSYC-499	RESEARCH PROJECT AND SEMINAR IN PSYCHOLOGY	Provides a capstone experience that includes the conduct of psychological research designed by each student. A quantitative or qualitative research paper or project is required.	3.00
Select one from the following:			3.00
PSYC-485	ADVANCED RESEARCH SEMINAR	Provides experience in carrying out research projects in the social sciences, nursing and other disciplines. The emphasis will be on the active participation in seminar discussions to develop an understanding of the design and completion of all phases of selected research projects. Each student will design a study, obtain ethical approval, collect and analyze data and write a research report summarizing the	

			results of their study. In addition, each student will assist other seminar members in selected aspects of their studies	
PSYC-494	INTERNSHIP PSYCHOLOGY	IN	Emphasizes the development of basic helping skills through a supervised non-chemical dependency internship.	
PSYC-495	PRACTICUM PSYCHOLOGY	IN	Emphasizes the development of the basic helping skills and/or psychological research skills through a supervised field experience in a substance abuse treatment setting. Learning plans and goals will be defined to target students desiring a specific field experience in various settings utilizing addictions professionals and programs.	
Select 9 credits from PSYC 1				9.00
Select 8 elective credits				8.00

44.00

*Syllabi available upon request***Secondary Education Major Requirements**

Course #	Course Name	Course Description	Credits
<i>Phase I - Professional Foundations of Education – can take these courses at any time</i>			
ED-214	PRINCIPLES OF EDUCATION	An introduction to the teaching profession through consideration of relevant principles including the importance of education and teaching, the purpose of schools, teaching orientations and styles, trends in education, international influences on American education, the changing nature of American education, the administration and governance of schools, school funding, social issues affecting education and learning, schools and their environs, and education in other societies. Includes twenty hours of field experience in area elementary and secondary schools.	3.00
ED-224	MEDIA & TECH FOR DIGITAL WORLD	Media & Technologies for Living in a Digital World is a course to address the design, development, and implementation of current media and technologies for communication and learning purposes. Through participation in this course, students will develop the knowledge and skills necessary to effectively design, develop, and use a variety of types of media and to select and implement a variety of current technologies as tools to create and deliver media effectively. Students will also become familiar with the issues and implications of being a successful and safe citizen in a digital world and develop digital literacy skills.	2.00
ED-318	ASSESSMENT OF LEARNING	An introduction to the theory of assessment. Presents the foundational concepts, principles, and procedures needed to systematically acquire, organize, and apply information about learners and learning. This course is a component in the elementary teacher education program's technology strand and is designated as technology-intensive. Pre-requisite: Elementary Education Majors must be admitted to the teacher education program.	3.00
ED-321	EDUCATIONAL PSYCHOLOGY	Psychology directly applicable to teaching and learning: Basics of our thinking physiology; basics of interpreting relevant research; development theories and their relation to learning; motivation theories and means to motivate students; behaviorism as applied and misapplied to classroom management and instruction;	3.00

		differentiating based upon receptive/perceptive modes, intelligences, and learning styles; memory and cognition paths; and the personally and socially constructed nature of knowing.	
ED-345	CULTURALLY RELEVANT TEACHING	The course is designed for classroom teachers and future teachers and will provide information for the selection of teaching strategies suited to the learners culture, literacy, language proficiency, and communication skills. The course will examine issues related to working with diverse peoples, deepen levels of awareness regarding individual differences and develop an understanding of the challenges of language acquisition in the classroom setting. Specific teaching strategies for students whose first language is not English	3.00
SE-322	INCLUSION STRATEGIES K-12 (may be taken in Phase I or Phase II)	Designing strategies for teaching and assisting individuals with learning differences or disabilities in school settings. Emphasizes standards of performance related to teaching and team responsibilities of professionals working to assist students with individual strengths or needs.	3.00
<i>Phase II - Professional Studies in Education - must apply and be admitted to the Teacher Education Program to take these courses</i>			
RE-309	DISCIPLINARY LITERACY	This course provides the background, issues, and strategies for future teachers to help intermediate, middle, and secondary students increase their literacy comprehension across disciplines. The course is designed to support content instruction using research-based literacy strategies for all learners. Topic areas include increasing comprehension of content in informational and narrative text, writing to persuade and inform, and using digital resources appropriately to engage in critical thinking, creativity, and collaborative problem solving.	3.00
ED-424	MEDIA & TECHNOLOGIES FOR TEACHING, K-12	Media & Technologies for Teaching, K-12 is a course to address the strategic integration of current media and technologies into teaching and learning. Through participation in this course, students, as teacher candidates, will recognize the accepted professional standards regarding the roles and responsibilities that teachers serve to create and maintain learning environments best served by current technologies. Students will develop the knowledge and skills necessary to effectively design, develop, select, and implement a variety of types of instructional media and to implement a variety of current technologies as enhancements to teaching and learning processes. Students will also become prepared to foster sound principles of digital citizenship and digital literacy in teaching and learning environments.	2.00
ED-445	INSTRUCTIONAL STRATEGIES AND CLASSROOM MANAGEMENT, 6-12	This course familiarizes students with a variety of instructional models and practices, classroom management strategies, and the building of learning communities to meet the needs of students in grades 6-12. Students demonstrate pedagogical knowledge, skills, and dispositions. Students develop products that demonstrate understanding of key aspects of classroom environment,	3.00

		instruction, management, and motivation. Includes significant clinical experience hours in area secondary schools.	
ED-447	TEACHING METHODS IN THE CONTENT AREA	This course combines theoretical and practical learning experiences in pedagogical content knowledge. Students demonstrate requisite knowledge, skills, and dispositions through authorship of content-specific unit plans. Special emphasis is placed on teaching methods and strategies relevant to a content area. Provides a meaningful pre-internship clinical experience in the content area for students. Course can be taken within one academic year of Clinical Internship.	2.00
<i>Phase III - Instructional Methods in Education - must complete all the preceding courses + pass required Praxis content-area examination(s) to take these courses/be placed in Clinical Internship</i>			
ED-452	INTERNSHIP SEMINAR	This seminar promotes self-reflection and the successful transition into the teaching profession through opportunities for interns to address and reflect upon their internship experiences and contemporary and perennial issues that affect and inform their praxis. Pre-requisite: Admission into the Secondary Education Program.	1.00
ED-460	PROFESSIONAL INTERNSHIP IN EDUCATION 6-12	The integration and application of pedagogical knowledge, skills, and dispositions necessary to successfully design, develop, deliver, and evaluate instruction during a semester-long internship with an on-site secondary teacher educator. Interns are asked to utilize a variety of traditional and contemporary teaching strategies, aids, materials, and activities to meet the needs of a culturally and intellectually diverse classroom population. Interns will participate in regular seminars, lectures, and/or laboratory sessions in support of their internship activities. The intern should have a means of transportation to the internship school.	12.00
			40.00

FOUNDATION STANDARDS

FOUNDATION STANDARD	DESIGN NARRATIVE: How is standard being met? What courses from Section I address the standard? EVIDENCE EXPLANATION: How does the provided evidence support the standard?
<p>Standard 1 Learner Development</p>	<p><i>...understands how learners grow & develop...</i> Understanding of developmental stages and discernment between aspects of development (cognitive, identity, moral, minority-identity) and general growth is taught in ED-321, Educational Psychology and knowledge of it is applied by each candidate in a simulated case-study paper. Further understanding of minority identity development is taught in ED-345, Culturally Relevant Teaching. Further understanding of development for students with specific learning challenges is taught in SE-322, Inclusion Strategies, K-12. <i>... designs and implements developmentally appropriate and challenging learning experiences.</i> As well as simulation assignments, such as the case study paper in ED-321, candidates are assessed on the appropriateness of their lesson for engaging and teaching the students, including consideration of level, differentiation, cultural relevance, and specific learning challenges using our Performance-Based Assessment, which is employed as a value-added measure by having each candidate carry it out once for their co-requisite methods courses (general methods, ED-445, Instructional Strategies & Classroom Management & subject-specific methods, ED-447, Teaching Methods in the Content Area), and again in their Clinical Internship (see Clinical Internship Handbook {available upon request} & syllabus for ED-460) in their final semester.</p>
<p>Standard 2 Learning Differences</p>	<p><i>...uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i> Individual differences are emphasized in the differentiation unit in ED-321, Educational Psychology, which is assessed via a simulation lesson plan assignment in which extensive differentiation for levels of thinking, receptive/perceptive differences, learning style differences, and separate intelligences have to be present and noted by the candidates. ED-345, Culturally Relevant Teaching, is a course dedicated to understanding and working with cultural differences and making fully inclusive environments, and also spends course time on inclusion for ENL students. SE-322, Inclusion Strategies, K-12, is a course dedicated to teaching the candidates to create fully inclusive environments for students with specific learning challenges, and also spends course time on inclusion for ENL students. Attention to learning differences for all students is assessed in our Performance-Based Assessment (PBA), including differentiation for learning differences and modifications (adaptations/accommodations) for students with specific learning challenges, which requires the candidates to seek out resources and ideas for making student and lesson-specific modifications. The PBA is employed as a value-added measure by having each candidate carry it out once for their co-requisite methods courses (general methods, ED-445, Instructional Strategies & Classroom Management & subject-specific methods, ED-447, Teaching Methods in the Content Area), and again in their Clinical Internship (see Clinical Internship Handbook {available upon request} & syllabus for ED-460) in their final semester.</p>
<p>Standard 3 Learning Environments</p>	<p><i>... 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.</i> Our entire program and all of our faculty emphasize that building a community of learners as a positive, supportive, trust-enhancing environment is central to educating. A focus on such environment clears the way for classroom management to be based upon reciprocity, kindness, and trust rather than upon arbitrary control, regimentation, or fear. This is built as a premise into the instruction theory and methods of every course from ED-214, Principles of Education, through ED-321, Educational Psychology, ED-345, Culturally Relevant Teaching, RE-309, Disciplinary Literacy, SE-322, Inclusion Strategies, to the co-requisite methods courses, general methods, ED-445, Instructional Strategies & Classroom Management and subject-specific methods, ED-447, Teaching Methods in the Content Area. The candidates' Professional Portfolios, one of our key assessments evaluated at the end of Clinical Internship, reflect the emphasis upon the caring environment created by our candidates in their work in classes, clinical experiences, and clinical internship. The Performance-Based Assessment also evaluates the candidates for positive learning environment in the performing section.</p>

<p>Standard 4 Content Knowledge</p>	<p>... understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches...</p> <p>The candidates for secondary and K-12 endorsements at Lewis-Clark State College must obtain a bachelors' degree in the content area for which they are getting endorsement (see program requirements for the content area degree), which requires mastering the content knowledge of the discipline at a level sufficient for the bachelor's degree independent of their application of it in teaching contexts.</p> <p>The candidates must all pass the State-required Praxis examinations in their content area before they are placed in clinical internship. No candidate can successfully complete the program without obtaining a passing score according to State requirements on their content-area Praxis examination.</p> <p>...creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content...</p> <p>The co-requisite methods courses (general methods, ED-445, Instructional Strategies & Classroom Management & subject-specific methods, ED-447, Teaching Methods in the Content Area) are designed to teach candidates to plan and instruct at the appropriate levels and in their specific content areas in ways that are engaging, accessible, and meaningful. Planning and instruction of content is assessed with the Performance Based Assessment for these methods courses and again in their clinical internship.</p>
<p>Standard 5 Application of Content</p>	<p>...understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving...</p> <p>The co-requisite methods courses (general methods, ED-445, Instructional Strategies & Classroom Management & subject-specific methods, ED-447, Teaching Methods in the Content Area) teach candidates to plan and instruct in ways that engage higher-level thinking (analysis & synthesis) and teach and promote cooperative learning strategies. Planning and instruction of content with attention to forms and levels of engagement is assessed with the Performance Based Assessment for these methods courses and again in their clinical internship.</p>
<p>Standard 6 Assessment</p>	<p>understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>Candidates take ED-318, Assessment of Learning, a course dedicated to teaching multiple forms of assessment, their possibilities and limitations, and encourages a culture of meaningful assessment and evaluation to guide teaching.</p> <p>Assessment that is aligned with standards and objectives is required to be employed diagnostically, comprehensively, and to enhance student understanding and motivation in the Performance-Based Assessment, evaluated in their co-requisite methods courses' clinical experience and again in their Clinical Internship.</p>
<p>Standard 7 Planning for Instruction</p>	<p>...plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context</p> <p>Lesson and unit planning are practiced in a graduated manner, starting in ED-321, Educational Psychology, with a simulated lesson plan that emphasizes (and rubric-assesses) objective formation and alignment of Standards to goals to objectives to activities, designed using valid learning theories to encourage student engagement. Alignment of assessments is added as an emphasis in ED-318, Assessment of Learning. ED-345, Culturally Relevant Teaching requires the students to plan instruction for cultural diversity. SE-322, Inclusion Strategies, requires candidates to lesson plan with modifications according to 504s and IEPs. RE-309, Disciplinary Literacy has the candidates lesson plan with content literacy strategies. The co-requisite methods courses (general methods, ED-445, Instructional Strategies & Classroom Management & subject-specific methods, ED-447, Teaching Methods in the Content Area) teach candidates to plan and instruct at the appropriate levels and in their specific content areas in ways that are engaging, accessible, and meaningful. Planning of units and three lessons, then instruction using what was planned, is assessed with the Performance Based Assessment in these methods courses and again in their clinical internship.</p>
<p>Standard 8 Instructional Strategies</p>	<p>...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.</p> <p>Strategies:</p> <ul style="list-style-type: none"> premiered in developmental levels, that use various motivation theories, and that stem from behaviorist and cognitive learning theories are taught in ED-321, Educational Psychology. particular to engaging and encouraging learners with cultural differences, including ENL learners, are taught in ED-345, Culturally Relevant Teaching.

	<ul style="list-style-type: none"> ● involving modifications for students with specific, identified learning challenges are taught in SE-322, Inclusion Strategies. ● for enhancing content-area literacy and working with students with literacy challenges are taught in RE-309, Disciplinary Literacy. ● for working with various group sizes, for cooperative, direct, and dialogic instruction, and for providing all the strategies through clear communication are emphasized in ED-445, Instructional Strategies and Classroom Management, K-12 ● for teaching specific to the content area in ways that are engaging and meaningful is taught in ED-447, Teaching Methods in the Content Area. <p>In the Performance-Based Assessment, the candidates’ strategies are evaluated for their facilitation of content, coherence for effective instruction, differentiation, modification, use of literacy strategy (all in assessment of planning), plus communication, engagement, and management (in the performing section).</p>
<p>Standard 9 Professional Learning and Ethical Practice</p>	<p>... 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</p> <p>The engagement of the candidates throughout the program is the first evidence of their learning and self-evaluative stance. They must obtain a B- or better in every program course to successfully complete the program, and each course expects positive engagement in learning all of the aspects of professional practice. The Professional Portfolio contains candidates’ self-selected artifacts representing their professional learning, reflection, and self-evaluation.</p> <p>The Performance-Based Assessment’s Section 4 is comprised of reflection upon the teaching process that requires candidates to generate meaningful reflections on both strengths and challenges, both positive accomplishments and matters on which they require improvement. It also explicitly assesses growing in the profession and professional character.</p> <p>All candidates must provide a substantive IPLP as required by the State to successfully complete the program. The IPLP is a definitive statement of candidates’ intention to pursue further professional learning.</p>
<p>Standard 10 Leadership and Collaboration</p>	<p>...seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p>The Performance-Based Assessment, in Section 4, Reflecting, specifically assesses candidates’ communication and collaboration with other stakeholders.</p> <p>The Professional Portfolio provides self-selected artifacts which represent the candidates’ involvement with students and other stakeholders as well as leadership opportunities taken.</p>

PROGRAM STANDARDS - NA