IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT

NORTHWEST NAZARENE UNIVERSITY

MARCH 14-16, 2022

Professional Standards Commission

Idaho State Board of Education

Idaho State Department of Education

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INTRODUCTION

Established in 1913, Northwest Nazarene University (NNU) is a nonprofit comprehensive Christian university founded upon a liberal arts philosophy of education. The mission of the College of Education at Northwest Nazarene University is to be Christ-centered in the preparation of compassionate, successful leaders and educators who are called to serve, open to change, responsive to all, and empowered to succeed throughout the global community. The Northwest Commission on Colleges and Universities (NWCCU), an independent, nonprofit membership organization, has accredited 27 separate degree programs within the College of Education: two (2) associate degrees, 11 baccalaureate degrees, six (6) master's degrees, six (6) education specialist degrees, and two (2) doctoral degrees. NNU has prepared professional educators since 1931.

Northwest Nazarene University's education programs have maintained continuous accreditation through the National Council of Accreditation of Teacher Education (NCATE) since 1967. The EPP is currently in the process of renewing national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the School Counseling program.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at NNU meet state standards for initial certification. The review was conducted by a 16-member state program approval team, accompanied by two (2) state facilitators.

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- Dr. Amanda Eller – Idaho State University
- Dr. Christian Godfrey – College of Eastern Idaho
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- Karla LaOrange – Brigham Young University-Idaho
- Dr. Jonathan Lord – College of Southern Idaho
- Rebecca Martin – Idaho State Department of Education
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- Dr. Kevin Talbert – College of Idaho
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- Dr. Bethani Studebaker, State Facilitator – Idaho State Department of Education
- Helen Henderson, State Facilitator – Idaho State Department of Education

The standards used to validate the Institutional Report were the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel* (ISICPSP).

The State Board approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards as well as individual program foundation and enhancement standards were reviewed.

Team members looked for evidence provided by the institution to validate each standard. These artifacts included but were not limited to course syllabi, lesson plans, candidate projects and reflections, Praxis® II and other assessment outcomes, observations, and accommodation plans.

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

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

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
Idaho Core Teaching Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Idaho Comprehensive Literacy Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Pre-Service Technology Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Idaho Standards for Model Preservice Student Teaching Experience	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Institutional Recommendations	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Foundation Standards for Communication Arts Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Speech and Debate Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Elementary Education Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for English Language Arts Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Health Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Mathematics Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Physical Education Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	

Standards/Program	Recommendation	Notes
Idaho Foundation Standards for Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Biology Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Chemistry Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Physics Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Foundation Standards for Social Studies Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for American Government/Political Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for History Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Foundation Standards for Visual and Performing Arts Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Music Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Visual Arts Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for World Languages Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for School Principals	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Superintendents	☒ Approved ☐ Conditionally Approved ☐ Not Approved	

Standards/Program	Recommendation	Notes
Idaho Standards for Special Education Directors	☒ Approved ☐ Conditionally Approved ☐ Not Approved	

STANDARD APPROVAL INSTRUMENT PILOT

At the September 16, 2021, meeting of the Professional Standards Commission's Standards Committee, the Committee approved a request from Northwest Nazarene University (NNU) to pilot a standard approval instrument to be used in the state team report template for the March 14-16, 2022, review of NNU's educator preparation programs. The standard approval instrument, created during Phase III work of the Educator Standards Working Group, reports alignment to the overall standard.

Pilot Standard Approval Instrument

Does Not Meet Standard	Meets Standard
Evidence provided by the EPP does not demonstrate candidates meet the standard.	Evidence provided by the EPP demonstrates candidates meet the standard.

The revised instrument provides each EPP the flexibility to demonstrate how its candidates meet each standard. Moreover, the revised instrument does not prevent an EPP from utilizing indicators to help demonstrate how each standard is met.

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.

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.

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 Sources of Evidence

- EDUC 4460/3410/2250/4870: Syllabi
- Teacher work sample lesson plans and reflections
- Elementary candidate work blog
- Home-school communication log
- Journey to Opportunity reflection
- Journal reflections
- Universal Design for Learning (UDL) Unit Accommodation Plan
- P-12 Project

Standard 1 Analysis

Teacher candidate interviews, teacher work sample reflections, the Journey to Opportunity and journal reflections, and various syllabi provide sufficient evidence that candidates understand how learners grow and develop; recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas; and design and implement developmentally appropriate and challenging learning experiences.

Standard 1	Does Not Meet Standard	Meets Standard
Learner Development		X

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.

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.

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.

Standard 2 Sources of Evidence

- EDUC 3510 Unit UDL accommodation and learner diversity plan
- EDUC 3510 Unit assessment plan
- EDUC 4465 Learning-teaching context for Teaching Work (TW)
- EDUC 3150 Lesson plan with accommodations
- EDUC 3150 Midterm essay
- EDUC 4460 Teacher work sample, lesson plans, and reflections

- EDUC 3410 SIOP Components Summary candidate project
- EDUC 3310 ELP case study presentation
- Co-teaching observation
- SIOP lesson plan
- EDUC 2250 Journey to Opportunity
- EDUC 2250 Field experience project presentations
- EDUC 2250 My Cultural presentation
- EDUC 2250 Social justice project
- Social Studies unit
- EDU 4450 Elementary candidate work
- Student teaching diversity survey

Standard 2 Analysis

The artifacts demonstrate that the candidates' understanding of individual differences and diverse cultures and communities are sufficient to ensure inclusive learning environments that enable each learner to meet high standards.

The EPP provided many forms of evidence that allude to the understanding and application of individual learning differences in planning, reflection, and teaching. Additional evidence regarding the understanding of diverse cultures and communities to ensure inclusive learning environments is recommended. The preponderance of the evidence targeting culture seemed to come from an understanding of language differences rather than culture.

Standard 2 Learning Differences	Does Not Meet Standard	Meets Standard
		X

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.

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.

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 Sources of Evidence

- EDUC 3240/3750: Syllabi
- Candidate lesson plans
- Candidate observation
- Journal excerpt
- Classroom management plan
- Professional Learning Communities (PLC) learning evidence
- Coaching guide
- Amendment project
- Candidate interviews

Standard 3 Analysis

Teacher candidate interviews, observations, classroom management plan, and coaching guide all provide sufficient evidence the candidate 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 3 Learning Environments	Does Not Meet Standard	Meets Standard
		X

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.

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.

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 Sources of Evidence

- EDUC 3410 Content Pedagogy paper
- Elementary science lesson example
- Teacher Toolbox
- Digital portfolio

- Tiered words graphic organizer,
- EDUC 3410 Vocabulary lesson plan
- Candidate observation
- Journal entries

Standard 4 Analysis

The sources of evidence provide assurance that candidates understand the central concepts, tools of inquiry, and structures of the discipline taught, and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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.

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.

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 Sources of Evidence

- EDUC 3410/4540: Syllabi
- Content pedagogy paper
- Literacy Toolbox assignment
- Lesson plan: Influence of Communication and Ethical Consideration
- App Smashing Assignment
- Teacher reflection on student learning
- Allowed Choices attribute assignment
- Digital citizenship assignment

Standard 5 Analysis

Teacher candidate interviews, the Literacy Toolbox assignment, App Smashing assignment and Allowed Choices attribute assignment all provide sufficient evidence the candidate 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. Direct instruction lesson plans demonstrably drew problem solving and global issues to the candidate's forefront.

Standard 5 Application of Content	Does Not Meet Standard	Meets Standard
		X

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.

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.

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 Sources of Evidence

- EDUC3410 Writing lesson plan
- Teacher work sample (TWS)

- EDUC 4450 P-12
- Assessment plans
- Student learning data
- Administrator interviews

Standard 6 Analysis

The sources of evidence cited above provide proof that the candidates understand and use multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide decision making for themselves and their students.

Standard 6 Assessment	Does Not Meet Standard	Meets Standard
		X

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).

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.

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 Sources of Evidence

- EDUC 4460/4465/7460/4590/3510: Syllabi
- TWS samples
- H.A.C.K. (**H**ighly Structured, **A**llowed Choices, **C**onsistent Application, and **K**nowledge Centered) That lesson
- Unit standards alignment chart
- Elementary candidate work discussion board
- CORE Six Strategies© teaching assignment
- Culture and Emotions in Learning discussion board

Standard 7 Analysis

Candidate interviews, TWS samples, CORE Six Strategies© teaching assignment, H.A.C.K. That lesson, and discussion board postings provide sufficient evidence the candidate 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 7 Planning for Instruction	Does Not Meet Standard	Meets Standard
		X

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.

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.

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 Sources of Evidence

- EDUC 4555 Elem discussion board
- App Smashing 1-3
- Student teaching observations
- CORE Six Strategies$^©$ teaching assignment
- EDUC 3410 Teacher Literacy Toolbox
- Platforms LIVE!
- Teacher work sample lesson plans and reflections
- EDUC4450/4870 P-12
- Faculty interviews

Standard 8 Analysis

The sources of evidence demonstrate that candidates understand and 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.

Standard 8 Instructional Strategies	Does Not Meet Standard	Meets Standard
		X

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.*

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.

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 Sources of Evidence

- EDUC 3510/7651/2250/3000/3920/7120: Syllabi
- Video lesson content reflection
- Education law candidate case briefings
- Candidate reflection journal
- Formative analysis assignment
- Elementary candidate exemplar
- Social justice project
- Sampling of ethics and child abuse reporting questions on final exam (Elementary and Secondary)
- Candidates' final exam ethics essays
- Student teaching diversity survey results

Standard 9 Analysis

Candidate interviews, reflection journals, Social Justice project, final exam ethics essays, and lesson plans combine to provide sufficient evidence that the candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 9 Professional Learning and Ethical Practice	Does Not Meet Standard	Meets Standard
		X

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.

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.

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 Sources of Evidence

- Weekly Ed Update
- The Road to Brown Road
- Textbook questions
- School board meeting reflection
- Social justice project
- Journey to Opportunity
- Cultural presentation
- PLC meeting notes
- Group presentation
- Faculty interviews

Standard 10 Analysis

The sources of evidence cited above provide evidence that candidates are seeking appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession.

Standard 10 Leadership and Collaboration	Does Not Meet Standard	Meets Standard
		X

Idaho Core Teaching Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
10	0	10

Areas for Consideration

-
-
-

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 I: 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. *(Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)*

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.

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 I Sources of Evidence

- Reading guides from CORE Sourcebook for chapters on print concepts, phonological and phonemic awareness, phonics, word analysis, comprehension
- Reading philosophies
- Idaho Comprehensive Literacy Assessment (ICLA) scores
- Field journals
- Lesson plans in phonics/guided reading, decoding, comprehension, fluency
- Teaching videos
- Reflections on teaching
- Student fluency performance chart
- Candidate interviews

Standard I Analysis

Candidate work samples, lesson plans, teaching videos, reflections on teaching, ICLA scores, and interviews demonstrate satisfactory knowledge acquisition in foundational literacy concepts and provide evidence of satisfactory performance in planning and teaching literacy.

Standard I Foundational Literacy Concepts	Does Not Meet Standard	Meets Standard
		X

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. *(Applies to all endorsements that can be added to a Standard Instructional Certificate)*

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.

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 II Sources of Evidence

- Genre jigsaw and note-catcher
- Reading Superstars discussion
- Annotated bibliography
- Text complexity analyses
- Stop-and-Jot notes
- Reading lesson plans
- Comprehension strategies graphic organizer
- Literacy Toolbox secondary candidate websites
- Tiered words activities
- Vocabulary lesson plans
- Reflections
- Mentor text lesson plan
- Unit plan
- Guided reading lesson plans
- Comprehension lesson plans
- Discussion board
- Candidate "Core Six" lesson presentation video

Standard II Analysis

Provided work samples, lesson and unit plans, videos, and discussion board artifacts support candidates have developed knowledge in fluency, vocabulary development, and reading comprehension strategies. Artifacts also support that candidates can analyze text complexity, utilize a variety of texts when teaching vocabulary and comprehension, and make instruction accessible to all students. Based on the preponderance of evidence, this standard has been met for both elementary and secondary candidates.

Standard II	Does Not Meet Standard	Meets Standard
Fluency, Vocabulary, Development, and Comprehension		X

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. *(Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)*

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.

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 III Sources of Evidence

- Teacher Work Sample (TWS) examples
- ICLA-related quiz scores and ICLA scores
- Assessment plan
- Stop-and-Jot notes
- Student teaching portfolio
- P-12 reflection

Standard III Analysis

Submitted evidence demonstrates candidates understand and can interpret and apply informal and formal literacy assessment concepts, strategies, and measures via a variety of candidate work samples, assessment plans, and ICLA scores. Candidates utilized appropriate assessment-related terminology in submitted artifacts. Indicators 3f and 3j lacked sufficient evidence, and completer interviews also yielded very limited information on those indicators. However, the standard overall has been met based on a preponderance of evidence.

Standard III Literacy Assessment Concepts	Does Not Meet Standard	Meets Standard
		X

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.

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 IV Sources of Evidence

- Article evaluations/reviews/annotated bibliography
- Reading response graphic organizers
- Writing process paper
- Prewriting graphic organizer
- Planning and outlining assignment
- Discussion boards
- Lesson plans
- Writing workshop graphic organizer
- "Writer's Corner"
- Lesson plans
- P-12 learning plan
- Teaching reflections
- Student teaching PLC reflection

Standard IV Analysis

Work samples, evaluations of readings, graphic organizers, discussion boards, lesson plans, and reflections provide evidence of candidates' knowledge and performance in the Writing Process standard. Artifacts demonstrate candidates understand the writing process and research-based practices. Candidates can model the writing process, instruct students in the elements of the writing process, foster communication in a variety of formats, and structure choice-based writing opportunities. Based on the preponderance of evidence, this standard has been met for both elementary and secondary candidates.

Standard IV Writing Process	Does Not Meet Standard	Meets Standard
		X

Idaho Comprehensive Literacy Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
4	0	4

Areas for Consideration

-
-
-

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 Sources of Evidence

- Candidate interviews
- Initial faculty interviews
- Tech usage in student teaching
- Growth Mindset assignments
- Digital citizenship case study artifacts

Standard 1 Analysis

The evidence provided by the EPP, including student work, candidate interview responses, and initial faculty interview responses demonstrates the candidates understand and know how to facilitate and inspire student learning and creativity using technology.

Standard 1 Facilitate and Inspire Student Learning and Creativity	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- Candidate interview responses
- Initial faculty interview responses
- Student artifact - H.A.C.K. digital portfolio presentation
- Other student artifacts for H.A.C.K.
- Allowed Choices 1 and 2

Standard 2 Analysis

The EPP provided evidence, including artifacts provided online and interview responses, easily demonstrates that candidates know how to design and develop digital age learning experiences and assessments. The H.A.C.K. portfolios are a rich resource that illustrate the understanding and creativity of candidates.

Standard 2 Design and Develop Digital Age Learning Experiences and Assessments	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- App Smashing 1-3
- Digital citizenship infographic –elementary and secondary
- Parent communication
- Final project student artifact

Standard 3 Analysis

The EPP provided a diverse collection of artifacts that demonstrate that candidates can model digital age work and learning, specifically that candidates exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

STANDARD 3 Model Digital Age Work and Learning	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- Digital citizenship infographic –elementary and secondary
- Digital citizenship case study artifacts
- Highly Structured Attributes student artifacts

Standard 4 Analysis

The EPP's evidence shows that candidates have learned and can apply the concepts of digital citizenship, including a sensitivity to the digital culture they function in and the required ethical behavior required by local/global issues and responsibilities.

STANDARD 4 Promote and Model Digital Citizenship and Responsibility	Does Not Meet Standard	Meets Standard
		X

5. **Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.**
   a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

   b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

   c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

   d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community

Standard 5 Sources of Evidence

- Digital portfolios
- Learning Management System (LMS) student artifact
- Mindset artifacts (various sources)
- App Smashing 1-3
- Observation and feedback
- Lesson reflections
- Week 4 Reading Reflection student artifact
- Design thinking

Standard 5 Analysis

- *Evidence provided by the EPP show that candidates engage in professional growth and leadership. Specifically candidates are committed to improve their professional practice, lifelong learning, and leadership in their school and professional community by promoting and demonstrating the effective use of digital tools. Evidence from completers would strengthen evidence for this standard.*

STANDARD 5 Engage in Professional Growth and Leadership	Does Not Meet Standard	Meets Standard
		X

Pre-Service Technology Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
5	0	5

Areas for Consideration

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-
-

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

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.

Standard 1 Sources of Evidence

- Clinical Practices data packet
- Vitae
- Handbook
- Long-range plans
- Capstone clinical experience packet
- Advisory board packet
- Exit surveys

Standard 1 Analysis

- *The artifacts provided by the EPP demonstrate that the mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience. Evidence of training mentor teachers in co-teaching/co-planning would strengthen the EPP's evidence for this standard.*

Standard 1 Mentor Teacher	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- Qualification table
- Capstone clinical experience packet
- Supervision spreadsheet
- Exit surveys

Standard 2 Analysis

- *The EPP's supervisors have certified field experiences, are rated highly be candidates and mentor teachers, and have dispositions of professional educators, as shown in the qualification table, capstone clinical experience packet, supervision spreadsheet, and exit surveys.* Evidence for supervisor inter-rater reliability training and evidence of rates across all programs would strengthen evidence for this standard.

Standard 2 Educator Preparation Program (EPP) Supervisor	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- Partner presentation of evidence
- Clinical Practices data packet

- Advisory board packet
- Clinical Experience data packet
- Capstone clinical experience packet
- Conceptual framework

Standard 3 Analysis

Evidence demonstrates that the P-12 schools and the EPP partnership support the cooperating teachers in their mentorship duties and the conceptual framework of the institution.

Standard 3 Partnership	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- BIC tracking
- Institutional Recommendations
- Checkpoint Process data packet
- Praxis® II scores
- Handbook
- Appeal
- Dispositions

Standard 4 Analysis

The EPP provided evidence that teacher candidates passed background checks and all required Praxis® II tests, completed field experiences and all relevant coursework, and possess the dispositions of a professional educator prior to student teaching.

Standard 4 Student Teacher	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- Institutional Recommendations
- Supervision spreadsheet
- Observation verification
- Capstone Checklist and Cooperating Teacher (CT) observations
- Observation verification
- P-12 learning handbook
- Individualized Professional Learning Plans (IPLP)
- Completer Effectiveness data packet
- Student learning outcomes
- Clinical Experience data packet

Standard 5 Analysis

The EPP more than adequately displays that the student experience has at least three scored observations (using the approved state teacher evaluation framework), at least three formative assessments by the mentor teacher, a common summative assessment based on state teacher evaluation framework, performance assessment including influence on P-12 student growth, 16 weeks of student teaching (minimum of 14), development of an Individualized Professional Learning Plan (IPLP), demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*, and relevant preparatory experience for an Idaho teaching certificate.

Standard 5 Student Teaching Experience	Does Not Meet Standard	Meets Standard
		X

Model Preservice Student Teaching Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
5	0	5

Areas for Consideration

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-
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Recommended Action on Model Preservice Student Teaching 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 Analysis

Institutional recommendations (IRs) from audited candidates for initial certification provide evidence that the EPP has a State Board-approved program for initial certification for each area of endorsement. The audited sample included 19 instructional candidates, 15 administrator candidates, and 5 pupil service staff candidates. All audited candidates were recommended for one or more State Board-approved programs for endorsement.

Standard 1 State Board Approved Program	Does Not Meet Standard	Meets Standard
		X

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 Analysis

Praxis® II score reports from audited candidates provide evidence that instructional candidates receive a passing score on a State Board-approved content area assessment for each recommended area of endorsement. All recommended instructional candidates received a passing score on a State Board-approved content area assessment for each recommended area of endorsement.

Standard 2 Content Knowledge Assessment	Does Not Meet Standard	Meets Standard
		X

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

Standard 3 Analysis

Unofficial transcripts, course catalog, and performance assessments provide evidence that recommended instructional candidates demonstrate competency in pedagogy for each recommended area of endorsement. All audited instructional candidates received a passing grade in the methods course(s) for each area of endorsement.

Standard 3 Pedagogy	Does Not Meet Standard	Meets Standard
		X

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 Analysis

Common summative assessments and form-based evaluation results from audited candidates provide evidence that candidates who receive an institutional recommendation receive a basic or higher rating in all components of the approved Idaho framework for teaching evaluation. All audited instructional candidates received a basic or higher in all components of the approved Idaho framework.

Standard 4 Performance Assessment	Does Not Meet Standard	Meets Standard
		X

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

Standard 5 Analysis

Common summative assessments, clinical experience spreadsheet, basic direct instruction lesson plans, and formative observation forms from audited candidates provide evidence that instructional candidates who receive an institutional recommendation have completed a clinical experience for each recommended area of endorsement. All audited instructional candidates completed a clinical experience in each recommended area of endorsement and grade range.

Internship visit forms, internship agreements, and internship logs provide evidence that each recommended administrator candidate (principal, director of special education, and superintendent) is assigned to a school building(s) for clinical experience. Internship logs show evidence of multi-level experience for building administrators.

Taken in whole, the EPP takes a systematic approach to ensure recommended administrator candidates complete clinical experience in the appropriate area of endorsement.

Affidavit of Field Experience forms, transcripts, and internship logs were reviewed for each recommended Pupil Service Staff (school counselor and school social worker) candidate. Limited evidence showing clinical experience completion for school counselor candidates was provided. Three of the four Affidavit of Field Experience forms were not signed by the appropriate site-supervisor. Additionally, three of the four internship logs were not verified.

Standard 5 Clinical Experience	Does Not Meet Standard	Meets Standard
		X

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

Standard 6 Analysis

Basic direct-instruction lesson plans, post-lesson reflections, Evidence of Student Learning documents, student work samples, common summative assessments, and journal entries provide evidence that candidates recommended for certification demonstrate the ability to produce measurable student achievement/success and create student learning objectives. The audit sample of completers included some from the time of NNU's mid-cycle review. Candidate files for those who completed their program during the mid-cycle review timeframe may not have included both demonstrated-ability evidence of producing measurable student achievement/success and creating student learning objectives. It is evident the EPP made improvements to their evidence collection process after the mid-cycle review which resulted in more complete evidence of standard 6 in the files of subsequent candidates.

Standard 6 Student Achievement	Does Not Meet Standard	Meets Standard
		X

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

Standard 7 Analysis

Completed individualized professional learning plans (IPLPs) provide evidence that candidates recommended for certification complete an IPLP prior to receiving an institutional recommendation from the EPP. All audited instructional candidates had completed and signed IPLPs.

Standard 7 Individualized Professional Learning Plan	Does Not Meet Standard	Meets Standard
		X

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 Analysis

N/A

Standard 8 Adding Endorsements Only	Does Not Meet Standard	Meets Standard
		N/A

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 Analysis

Administrator transcripts, Danielson Domain Paper assignments, teaching episode discussion boards and assignments, and the Superintendent Framework Training Verification Process provide evidence the EPP ensures each recommended candidate for an administrator certificate has demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation.

Standard 9 Administrator Certificates Only	Does Not Meet Standard	Meets Standard
		X

Institutional Recommendations Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
9	0	8 (1 N/A)

Areas for Consideration

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-
-

Recommended Action on Institutional Recommendations

☒   Approved

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

☐   Not Approved

IDAHO FOUNDATION STANDARDS FOR COMMUNICATION 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.

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 how values and ethics affect communication.

4(b)   The teacher understands the importance of audience analysis and adaptation in differing communication contexts.

4(c)   The teacher knows the components and processes of communication.

4(d)   The teacher understands the interactive roles of perceptions and meaning.

4(e)   The teacher understands how symbolism and language affect communication.

4(f)   The teacher understands the role of organization in presenting concepts, ideas, and arguments.

4(g)   The teacher knows methods and steps of problem solving in communication arts.

4(h)   The teacher understands the impact of outside social structures and institutions--including historical, political, social, economic, and cultural perspectives--on communication processes and messages.

Performance

4(i)   The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, debate).

4(j)   The teacher provides instruction and practice in conducting and applying research.

4(k)   The teacher creates lessons that stress the importance of audience analysis and adaptation.

4(l)   The teacher presents communication as a process consisting of integral components.

4(m)   The teacher explains various methods of organization and their effects on the communication process.

4(n)   The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.

Standard 4 Sources of Evidence

- Lesson plans
- Candidate, instructor, and completer interviews
- Course syllabi, assignments, and assessments
- Course exams, speeches, and Praxis® II results
- Candidate field experiences

Standard 4 Analysis

Candidates' content knowledge is evident through focused instruction, candidate prepared and delivered lesson plans that are specific to the standard, pertinent field experience, and qualifying Praxis® II scores. The candidates understand the central concepts, tools of inquiry, and structures of communication arts and are creating learning experiences that make the discipline accessible and meaningful for learners. This standard has been met based on the preponderance of the evidence examined.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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.

Knowledge

9(a)   The teacher understands contemporary legal standards relating to communication and media.

Performance

9(b)   The teacher develops learning progressions for students that embed contemporary legal standards relating to communication and media.

Standard 9 Sources of Evidence

- Lesson plans
- Student planning, review, and reflection
- Candidate, instructor, and completer Interviews
- Course syllabi, assignments, and assessments
- Candidate field experiences

Standard 9 Analysis

Candidates' professional learning and ethical practice is evident through focused instruction, candidate prepared and delivered lesson plans that are specific to the standard, review, reflection, and pertinent field experience. Candidates have demonstrated that they teach contemporary legal standards and its application to media. This standard has been met based on the preponderance of the evidence examined.

Standard 9 Professional Learning and Ethical Practice	Does Not Meet Standard	Meets Standard
		X

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.

Communication Arts Foundation Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
2	0	2

Areas for Consideration

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-
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Recommended Action on Idaho Foundation Standards for Communication Arts Teachers

☒   Approved

☐   Conditionally Approved

☐   Insufficient Evidence
☐   Lack of Completers
☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR SPEECH AND DEBATE 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 models of interpersonal communication.

4(b)   The teacher knows the processes and types of active listening.

4(c)   The teacher knows the nature of conflict and conflict resolution strategies in the speech process.

4(d)   The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, problem solving).

4(e)   The teacher understands rhetorical theories and practices.

4(f)   The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).

4(g)   The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.

4(h)   The teacher understands the necessity of adapting public speaking styles and skills to various media.

4(i)   The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).

4(j)   The teacher knows the theories and practices of argumentation.

4(k)   The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).

4(l)   The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).

4(m)   The teacher knows how to identify and minimize communication anxiety.

Performance

4(n)   The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).

4(o)   The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.

4(p)   The teacher provides opportunities for students to prepare, practice, and present various types of speeches.

4(q)   The teacher provides instruction integrating digital media and visual displays to enhance presentations.

4(r)   The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).

4(s)   The teacher provides opportunities for students to participate in debate and speaking events.

4(t)   The teacher explains various methods of organization and their effects on the communication process.

4(u)   The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).

Standard 4 Sources of Evidence

- Lesson plans
- Student planning, review, and reflection
- Candidate, instructor, and completer interviews
- Course syllabi, assignments, and assessments
- Teacher observations

Standard 4 Analysis

Candidates content knowledge and performance is evident from examination of the focused instruction and lesson plans that are specific to each of the standards. Additionally, teacher observations and lesson reviews provide more support.   Candidates understand the central concepts, tools of inquiry, and structures of Speech and Debate as well as creating learning experiences that make the discipline accessible and meaningful for learners.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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.

Speech and Debate Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
1	0	1

Areas for Consideration

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-
-

Recommended Action on Idaho Standards for Speech and Debate Teachers

☒   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 Sources of Evidence

- Reading philosophy paper
- Lesson plans (inquiry)
- Reading notes
- Literacy final data

Standard 1 Analysis

The lesson plans, reading philosophy paper, notes from reading assignments, and literacy course final examinations provide evidence that teacher candidates understand 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 the teacher candidates understand how to design and implement developmentally appropriate and challenging learning experiences.

Standard 1 Learner Development	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- Candidate mathematics lesson plans with UDL
- Lesson plans with UDL
- Teacher work sample (literacy)
- Diversity survey
- PLC meeting notes
- Journals
- Math night email messages
- Candidate reflection paper

Standard 2 Analysis

Teacher candidates understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable learners to meet high standards. This is evidenced by candidate work math lesson plans with UDL, lesson plans with UDL, Teacher Work Samples, the diversity survey, PLC meeting notes, journals, math night email messages, and candidate reflection paper.

Standard 2 Learning Differences	Does Not Meet Standard	Meets Standard
		X

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.

Performance

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

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

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

Standard 3 Sources of Evidence

- Candidate Work Classroom Management Plan
- Classroom management plans
- Candidate classroom observations

Standard 3 Analysis

The Candidate Work Classroom Management Plan, classroom management plans, and candidate classroom observations provide evidence that teacher candidates work 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 3 **Learning Environments**	**Does Not Meet Standard**	**Meets Standard**
		X

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.

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 Sources of Evidence

- TWS lesson plans and reflections (Elementary)
- Philosophy paper
- Literacy final exam scores
- Candidate math inquiry and science lesson plans
- Candidate Cognitively Guided Instruction (CGI) problems
- Methods of elementary math and science
- Elementary social studies block plan

- Reading response (Sousa)

Standard 4 Analysis

The Teacher Work Sample lesson plans and reflections, Candidate Work math inquiry and science lesson plans, elementary Social Studies block plan, and reading responses in a variety of content areas, and multi-subject Praxis® II scores provide evidence that teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experience that make the discipline accessible and meaningful for learners to assure mastery of content. Indicator 4f artifacts and completer interviews addressed science and math but provided insufficient evidence of understanding of engineering and breadth of technology represented in STEM. The standard was met overall based on the preponderance of the evidence.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- Social studies unit plan (SS Block Plan)
- Lesson plans

Standard 5 Analysis

The social studies unit plan and lesson plans provide evidence that teacher candidates understand 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. Indicator 5a artifacts show evidence that authentic local issues are addressed, while addressing global issues is challenging at many elementary grade levels. The standard was met based on the preponderance of evidence.

Standard 5 Application of Content	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- Math lesson plan (mixed numbers)
- Science inquiry lesson plan (snow globe)
- Candidate lesson plan (measuring weight and capacity)

Standard 7 Analysis

The math lesson plan (mixed numbers) and science inquiry lesson plan (snow globe) provide evidence that teacher candidates plan instruction that support every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge or learners and the community context.

Standard 7 Planning for Instruction	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- Lesson plans
- Candidate teaching reflections
- Faculty interviews

Standard 8 Analysis

The lesson plans, candidate teaching reflections, and faculty interviews demonstrate that candidates understand and use a variety of instructional strategies to encourage learners to

develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways.

Standard 8 Instructional Strategies	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- Faculty interviews
- Mock multi-disciplinary team (MDT) in Exceptional Child and Assessment, and intervention classes
- Student teaching experiences (grade level meetings, PLC, problem solving meetings)

Standard 10 Analysis

The interviews, mock MDT, and student teaching experiences provide evidence that teacher candidates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals and community members to ensure learner growth, and to advance the profession.

Standard 10 Leadership and Collaboration	Does Not Meet Standard	Meets Standard
		X

Elementary Education Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
8	0	8

Areas for Consideration

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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).

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 Sources of Evidence

- Developmental levels assignment
- Stop-and-Jot assignment
- Text complexity analysis
- Reading Superstars discussion
- Lesson plans
- Teaching Toolbox student-created websites

Standard 1 Analysis

Developmental levels assignment, Stop-and-Jot assignment, text complexity analysis assignment, Reading Superstars discussion, Teaching Toolbox, and lesson plans provide evidence that the candidates understand developmental levels in reading, writing, speaking, and listening, and that candidates can create learning experiences that take into account stages and diverse ways of learning.

Standard 1 Learner Development	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- ELA teaching philosophy
- ENGL 3090 Student Choice in Writing discussion board responses
- Culturally responsive teaching discussion board
- ELL case study - ELA classroom

Standard 2 Analysis

ELA teaching philosophy, an ELL case study, and discussion board responses show that candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 2 **Learning Differences**	**Does Not Meet Standard**	**Meets Standard**
		X

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.

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 Sources of Evidence

- Completer interview: information about field experiences
- Lesson plans
- PLC learning evidence
- Co-teaching observation
- Student teaching Diversity survey
- UDL accommodation and learner diversity plan
- My Culture presentation

Standard 3 Analysis

Lesson plans, PLC learning evidence, a co-teaching observation, student teaching diversity survey, UDL accommodation and learner diversity plans, "My Culture" presentation, and a completer interview show that candidates work 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 3 Learning Environments	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- ENGL 2210/2230/3910: Final exams
- ENGL 3410 Essays, Children's literature final paper
- ENGL 3015a, ENGL 2120 Discussion board posts
- ENGL 1030 Article analysis
- Syllabi from required English content courses
- Six Core Strategies© assignment
- H.A.C.K.'D lesson from Innovative Instruction
- ENGL 1030 Annotated bibliography assignment
- Teaching Toolbox assignment

Standard 4 Analysis

Syllabi, midterm and final exams, discussion board posts, and essays from multiple English content courses provide evidence that candidates understand the central concepts, tools of inquiry, and structures of the discipline they teach. Lesson plans show that candidates can make the discipline accessible and meaningful for learners to assure mastery of the content. Artifacts

for 4b come from courses that are not required of all candidates, and therefore all candidates may not meet the indicator. The standard was met based on the preponderance of the evidence.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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.

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 leads to students becoming critical and active participants in conversations and collaborations.

Standard 5 Sources of Evidence

- ENGL 1030 essay
- ENGL 3410 syllabus
- Lesson plans
- Speaking journal reviews
- Understanding by Design (UbD) unit sketch
- Faculty interview

- *ENGL 1030 Candidate papers*
- *ENGL 3090 Writing process assignment*

Standard 5 Analysis

Candidate papers and writing process assignment artifacts show that candidates understand research-based strategies that lend to students becoming strategic writers. Speaking journal reviews and collaborative lesson plans for the content literacy course demonstrate that candidates know how to design instruction related to speaking and listening. Lesson plan artifacts show that candidates can design and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. The UbD unit sketch assignment shows that candidates can design instruction related to a breadth and depth of texts, purposes, and complexities. There is insufficient evidence to show that candidates can design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. There is insufficient evidence to show that candidates can design and/or implement instruction related to speaking and listening that leads to students becoming critical and active participants in conversations and collaborations. This standard was affirmed based on the majority of indicators being met.

Standard 5 **Application of Content**	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- Assessment plans
- Discussion board posts
- Writing process assignment for ENGL 3090
- Learning evidence section of Portfolium assignment

Standard 6 Analysis

Assessment plans, discussion board posts from several courses, Writing Process assignment, and the learning evidence section of Portfolium for student teachers provides evidence that candidates understand and use multiple methods of assessment to monitor learner progress and to guide the teacher's and learner's decision making. There is insufficient evidence to show that candidates engage learners in their own growth. The standard was met overall based on the preponderance of the evidence.

Standard 6 Assessment	Does Not Meet Standard	Meets Standard
		X

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 include 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 Sources of Evidence

- Lesson plans, especially EDUC 3410 Writing lesson plan
- Mentor texts
- Close reading
- Teaching Toolbox

Standard 7 Analysis

Lesson plans and Teaching Toolbox artifacts provide evidence that candidates plan 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 7 Planning for Instruction	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- Curriculum review assignment
- Teaching Toolbox assignment
- Candidate recording of Six CORE Strategies©

Standard 8 Analysis

Curriculum Review assignment, Teacher Toolbox assignment, and candidate recording of the Six CORE Strategies© assignment provide evidence that candidates understand 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 8 Instructional Strategies	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- Ethics essay
- ELA teaching philosophy
- Student teaching journal

Standard 9 Analysis

An ethics essay, ELA teaching philosophy, and student teaching journal provide evidence that candidates engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community).

Standard 9 Professional Learning and Ethical Practice	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- PLC learning evidence
- Home-school communication log
- Siddhartha Academy of Higher Education (SAHE) observation form - ELA candidate

Standard 10 Analysis

The home-school communication log portion of the Portfolium assignment provides evidence that candidates seek opportunities to collaborate with families and community members to ensure learner growth. The PLC learning evidence and the SAHE observation form provide evidence that candidates seek opportunities to take responsibility for student learning to collaborate with school professionals.

Standard 10 Leadership and Collaboration	Does Not Meet Standard	Meets Standard
		X

English Language Arts Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
10	0	10

Areas for Consideration

- In situations where candidates may opt for a single course given several choices, it would be beneficial to make sure all optional courses fulfill similar standards.
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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 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).

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 Sources of Evidence

- Performance based assessment
- Candidate lesson plan
- Candidate presentation

Standard 3 Analysis

Lesson plan samples, candidate interviews, and formal assessments offer evidence that teacher candidates understand how to create learning landscapes that support individual and collaborative learning that support positive social interaction. Evidence indicates teacher candidates know how to engage students in a productive manner. The artifacts presented evidence that teacher candidates know how to create supportive learning environments.

Standard 3	Does Not Meet Standard	Meets Standard
Learning Environments		X

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.

Performance

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

Standard 4 Sources of Evidence

- Candidate individual health mission statement
- Candidate use of identity videos
- Unit grading rubric

Standard 4 Analysis

Candidate lesson plans, candidate health mission statement, and unit grading rubric provide evidence that teacher candidates understand the central concepts of health and wellness, utilize

tools of inquiry such as gathering knowledge, and make the content meaningful to students. The evidence shows teacher candidates create learning experiences that are meaningful to learners to assist in making connections to content.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- Candidate use of Question Box in the classroom daily
- Assignment on Alcohol, Tobacco, and Other Drugs (ATOD) discussion
- Candidate lesson plan on Philosophical Chairs Communicable Disease

Standard 5 Analysis

Provided evidence indicates teacher candidates understand how to connect concepts to differing perspectives to engage learners in creativity or collaborative problem solving related to authentic local and global issues. However, the issues evidenced indicate that there are growth opportunities for candidates to incorporate a greater array of local and, specifically, global issues in their instructional planning and delivery. The evidence presented offers that teacher candidates create a safe and respectful learning environment.

Standard 5 Application of Content	Does Not Meet Standard	Meets Standard
		X

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).

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 Sources of Evidence

- KINE 1000 TOTD Ideal Body Image- assessment
- Candidate positive emotional environment discussion board-
- CDC Fact Sheet

Standard 7 Analysis

Formal course assessment, candidate use of appropriate health information, and candidate lesson plan provide evidence that teacher candidates understand how to plan and implement instructional strategies that supports physical education activity and student success. Evidence presented reveals that teacher candidates know how to access valid health resources to advance knowledge of the discipline.

A review of the identity videos indicates they need to be updated to reflect a more current perspective to include multiple identities and the intersectionality of identities.

Standard 7 Planning for Instruction	Does Not Meet Standard	Meets Standard
		X

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.

Performance

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

Standard 9 Sources of Evidence

- Candidate learning objectives
- Candidate interviews
- Candidate reflection journal

Standard 9 Analysis

Candidate learning objectives, interviews, and reflection journals offer evidence to support elements of Standard 9, specifically highlighting ongoing professional learning to evaluate practice and including evidence of adapting practice to meet the needs of individual learners.

Standard 9 Professional Learning and Ethical Practice	Does Not Meet Standard	Meets Standard
		X

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).

Performance

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

Standard 10 Sources of Evidence

- Candidate School Spirit v. Health reflective journal
- Candidate Fit for Fun reflective journal
- KINE 2960 Field experience - NNU Health Fair

Standard 10 Analysis

Candidate reflective journals and field experience point to teacher candidates understanding of leadership roles and opportunities to collaborate with parents, community, and other school professionals. The evidence presented provides that the teacher candidate advocates for a positive school culture toward their discipline.

Standard 10 Leadership and Collaboration	Does Not Meet Standard	Meets Standard
		X

Health Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
6	0	6

Areas for Consideration

-
-
-

Recommended Action on Idaho Standards for Health 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.

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 Sources of Evidence

- Enactive, iconic, and symbolic activities
- Unit grading rubric – Secondary Methods 2021
- Unit sketch, unit plan, and lesson plans –multiple representations and inquiry
- Unpacking standards assignment
- H.A.C.K. Model portfolio

Standard 1 Analysis

The course activities and assignments, unit and lesson plans, and candidate portfolio provide evidence that teacher candidates understand how learners grow and develop and design developmentally appropriate learning experiences.

Standard 1 Learner Development	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- Methods accommodation plan
- ELP Case Study presentation rubric
- Student learning data directions
- Unit assessment plan and formative assessment analysis
- Lesson plan – Math Accommodations

Standard 2 Analysis

The course assignments, unit and lesson plans, and assessment analyses provide evidence that teacher candidates ensure inclusive learning environments that enable each learner to meet high standards.

Standard 2 Learning Differences	Does Not Meet Standard	Meets Standard
		X

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 infernal) 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.

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 Sources of Evidence

- Secondary mathematics methods notebook
- Math methods course syllabus
- Modeling with math and math methods session 1
- MATH 331 Exam practice
- Lesson plans and lesson slides

Standard 4 Analysis

The objectives and assignments from program courses, along with candidate lesson plans, provide evidence that teacher candidates understand central concepts, tools of inquiry, and structures of mathematics and create learning experiences that make mathematics accessible and meaningful to learners.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- College algebra content integration
- Initial unit sketch – Cross-disciplinary goals
- Guided reading lesson plan
- Lesson plans – Compound interest and exponential decay

Standard 5 Analysis

The course assignments and candidate lesson plans provide evidence that teacher candidates understand how to engage learners in critical thinking, creativity, and collaborative problem solving of authentic issues.

Standard 5 Application of Content	Does Not Meet Standard	Meets Standard
		X

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.

Performance

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

Standard 6 Sources of Evidence

- Unit assessment plan
- Unit exit tickets
- Candidate-created exams
- Student learning data

Standard 6 Analysis

The unit assessment plan, created assessments, and assessment analyses provide evidence that teacher candidates use multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide decision making.

The evidence shows that teacher candidates analyze assessments to make plans for future lessons. However, the evidence suggests that teacher candidates are not as regularly using assessments to make immediate adaptations to their lesson as they are teaching it.

Standard 6 Assessment	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- Unit standards alignment
- Initial unit sketch and unit block plan
- Digital portfolio
- Geometry block plan

Standard 7 Analysis

The course assignments and unit plans provide evidence that teacher candidates plan instruction to support students in meeting rigorous learning goals.

Standard 7 Planning for Instruction	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- Discussion board responses – Useful Questions
- Observation form - Questions
- Student teaching lesson reflection

- Lesson plans – Polynomial vocabulary, multiple representations, conic sections
- Lesson plan technology – Desmos, Nearpod, Jamboard, EdPuzzle
- Digital portfolio
- Student learning data

Standard 8 Analysis

The course assignments, candidate lesson plans, and lesson reflections provide evidence that teacher candidates use a variety of instructional strategies to encourage learners to develop deep understanding of mathematics and apply it in meaningful ways.

The evidence clearly shows teacher candidates using inquiry and discourse pedagogies. The evidence for problem-solving strategies is less clear. The only evidence available shows learners solving story problems according to a prescribed procedure. This suggests that teacher candidates need to acquire additional problem-solving approaches.

Evidence also indicates that teacher candidates use formative assessments to make corrections and interventions. There is less evidence that teacher candidates design formative assessments that allow learners to recognize and resolve their own misconceptions and thus facilitate initial learning.

Standard 8	Does Not Meet Standard	Meets Standard
Instructional Strategies		X

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.

Mathematics Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
7	0	7

Areas for Consideration

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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 Sources of Evidence

- Candidate partner fitness workout elementary lesson plan
- Cooperative teacher observation
- Course syllabi

Standard 1 Analysis

Supporting evidence such as candidate lesson plan, cooperative teacher observation, and course syllabi reveal that teacher candidates understand how to address and design developmentally appropriate instruction to meet a variety of learning experiences for students across a continuum of physical, social, cognitive, and other abilities. Evidence presented shows teacher candidates gain knowledge and skill in designing developmentally appropriate instruction to advance the profession.

Standard 1 Learner Development	Does Not Meet Standard	Meets Standard
		X

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 Sources of Evidence

- Unit accommodation plan – Candidate 1
- KINE 3630 Field experience objectives
- Dodgeball secondary lesson plan

Standard 2 Analysis

Standard 2 artifacts provide evidence that teacher candidates use their understanding of individual differences and diverse cultures to afford inclusive learning environments and to meet the rigor of academia for all students. However, Indicator 2(a) artifacts revealed limited areas of diversity in the program. Expansion of what diversity and inclusion means in terms of gender, body size, perceptions, etc., would benefit and advance the candidates in the teaching profession.

Standard 2 Learning Differences	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- KINE 2640 MAL peer lesson evaluation
- KINE 3630 Field experience
- Course syllabi

Standard 3 Analysis

Candidate work samples, peer evaluation, and course syllabi provide evidence that teacher candidates create environments that support positive learning, engaging social interactions, and self-motivation for all students in individual and collaborative situations.

Standard 3 Learning Environments	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- Course syllabi
- Online learning lesson plan
- Observation form

Standard 5 Analysis

Course syllabi, candidate lesson plan, and observation form provide evidence to support that teacher candidates know how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving. There was, however, limited evidence to support standards expectations for connecting concepts and differing perspectives to authentic local and global issues. Consider strategies for expanding candidates' cultural understanding of physical education and activities to assist them in helping their students reflect on additional cultures and their contributions.

Standard 5 Application of Content	Does Not Meet Standard	Meets Standard
		X

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.

Performance

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

Standard 6 Sources of Evidence

- Candidate Note Catcher chapter 10
- Observation form
- Candidate elementary standards-based grading (SBG) assessment rubric

Standard 6 Analysis

Candidate Note Catcher, observation form, and elementary candidate SBG assessment rubric provide support that teacher candidates understand and use 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 6 Assessment	Does Not Meet Standard	Meets Standard
		X

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).

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 Sources of Evidence

- KINE 4960 Internship
- KINE 2640 Observations evaluation
- Course syllabi

Standard 7 Analysis

Evidence supported through KINE 4960 Internship, KINE 2640 Observation Evaluation, and course syllabi affirm that teacher candidates plan instruction to support each 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. The advocacy presentation provides evidence that teacher candidates know how to seek opportunities to advance their profession.

Standard 7 Planning for Instruction	Does Not Meet Standard	Meets Standard
		X

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)

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 Sources of Evidence

- KINE 1310 Study guide
- Note Catcher – Curriculum approaches
- PLC – Teaching with the Brain in Mind

Standard 8 Analysis

PLC, Note Catcher, and the KINE 1310 study guide offer evidence that teacher candidates understand and use a variety of instructional strategies to inspire learners to develop deeper understanding of content areas, to make school and home connections, and to improve skills to apply knowledge in meaningful ways to advance the discipline.

Standard 8 Instructional Strategies	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- Candidate lesson reflection
- Candidate teaching journal – Scooter
- Course syllabi

Standard 9 Analysis

Evidence offered support that teacher candidates engage in ongoing professional learning and use evidence to continually evaluate their own practice, with attention on the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of every learner.

Standard 9 Professional Learning and Ethical Practice	Does Not Meet Standard	Meets Standard
		X

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.

Performance

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

Standard 10 Sources of Evidence

- Coordinated school physical activity program
- Course syllabi
- Health Education Curriculum Analysis Tool/Physical Education Curriculum Analysis Tool (HECAT/PECAT)

Standard 10 Analysis

Evidence provided reveals that teacher candidates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Standard 10 Leadership and Collaboration	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- Liability and safety capstone discussion
- Safety checklist
- Note Catcher chapter 5 reflection

Standard 11 Analysis

Evidence provided through liability and safety capstone discussion, safety checklist, and Note Catcher chapter 5 reflection show that teacher candidates provide a safe physical education learning environment.

Standard 11 Safety	Does Not Meet Standard	Meets Standard
		X

Physical Education Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
10	0	10

Areas for Consideration

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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.

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 Sources of Evidence

- Skill practice – Making connections and inferences
- Slides – Thinking and doing science
- Formative data analysis – student responses
- Evidence of student learning
- Evidence reflection
- Biology investigation: Bic pens and termite project
- Activity: Fields of science

Standard 1 Analysis

The included lesson plans, activities, and assessments provide evidence that teacher candidates understand 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 1 Learner Development	Does Not Meet Standard	Meets Standard
		X

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).

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 Sources of Evidence

- Middle level candidate summary
- Discussion posts – Two science candidates
- Unpacking standards: Science candidate examples
- Student Fall 2020 online exam
- Lesson plan: Nuclear decay with history of a guest star reading

- Activity – Earth's early atmosphere
- Protein synthesis escape room
- Activity – Science in the real world
- Biology investigation: Bic pens and termite project
- Lesson plan – Newton's Second Law
- Genetic modification reading lesson plan
- Candidate standards alignment chart

Standard 4 Analysis

The included lesson plans, activities, and assessments provide evidence that teacher candidates understand 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 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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.

Performance

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

Standard 5 Sources of Evidence

- Lesson plan: Light waves
- Protein synthesis escape room
- Communicating results – Photosynthesis lab
- Biology student project

Standard 5 Analysis

The included lesson plans, activities, and assessments provide evidence that teacher candidates understand 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 5	Does Not Meet Standard	Meets Standard
Application of Content		X

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.

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 Sources of Evidence

- Teacher instruction – Science station set-up
- Writing lesson plan grading rubric
- Lesson plan – genetics close reading
- Lesson plan – buoyancy and writing scientific notation
- Lesson reflection
- Lesson plan – total magnification

- Lesson Plan – Newton's Second Law
- Biology student project

Standard 8 Analysis

The included lesson plans, activities, and assessments provide evidence that teacher candidates understand how 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 8 Instructional Strategies	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- Candidate samples – Journal review articles
- Next Generation Science Standards (NGSS) Best Practices
- Lesson Plan – Buoyancy and writing scientific notation
- Protein synthesis escape room
- Biology investigation - Bic pens and termite project
- Prep slides – Changing atmosphere project

Standard 9 Analysis

The included lesson plans, sample work, and activities provide evidence that teacher candidates engage in ongoing professional learning and use evidence to continually evaluate his/her

practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 9 Professional Learning and Ethical Practice	Does Not Meet Standard	Meets Standard
		X

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).

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 Sources of Evidence

- Lab safety quiz
- Classroom management plan
- Lab safety assessment
- Lesson plan – Needs of living things
- Ecology Internet lab
- News report and accompanying discussion slide
- Lab safety evaluation
- Egg Lab – Diffusion Osmosis and Fetal Alcohol Syndrome (FAS)
- Lesson plan – Combustion lab
- Lesson plan – Trout dissection

Standard 11 Analysis

The included lesson plans, behavior plans, assessments, sample work, and activities provide evidence that the candidate 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.

Standard 11 Safety	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- Microscopy-based assignment
- Lesson plan – Free fall lab
- DNA extraction lab
- Prep slides – Changing atmosphere project
- Student teaching journal
- Chicken wing lab
- Lesson plans – Linear motion Graphs review, Intro to Kinematic equation

Standard 12 Analysis

The included lesson plans, journal entries, slides, sample work, and activities provide evidence that the candidate science teacher demonstrates competence in conducting laboratory and field activities.

Standard 12 Laboratory and Field Activities	Does Not Meet Standard	Meets Standard
		X

Science Foundation Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
7	0	7

Areas for Consideration

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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.

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 Sources of Evidence

- Various example exams created by candidates
- Half the world project
- Student example – Report pedigree
- Phylogeny assignment
- Modeling migration
- Lesson plan – Cell exploration activities
- Lesson plan – Cell transport
- Lesson plan – Specialized cells
- Lesson plan – Making connections on how energy is passed
- Lesson plan – Genetics
- Evidence of student learning entries

Standard 4 Analysis

The included lesson plans, journal entries, slides, sample work, and activities provide evidence candidates understand the central concepts, tools of inquiry, and structures of Biology, and they teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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.

Biology Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
1	0	1

Areas for Consideration

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Recommended Action on Idaho Standards for Biology Teachers

☒   Approved

☐   Conditionally Approved

            ☐   Insufficient Evidence
            ☐   Lack of Completers
            ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR CHEMISTRY 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 has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry.

4(b)   The teacher understands fundamental structures of atoms and molecules.

4(c)   The teacher understands basic principles of ionic, covalent, and metallic bonding.

4(d)   The teacher understands periodicity of physical and chemical properties of elements.

4(e)   The teacher understands laws of conservation of matter and energy.

4(f)   The teacher understands fundamentals of chemical kinetics, equilibrium and thermodynamics.

4(g)   The teacher understands kinetic molecular theory and gas laws.

4(h)   The teacher understands mole concept, stoichiometry, and laws of composition.

4(i)   The teacher understands solutions and colligative properties.

4(j)   The teacher understands acids/base chemistry.

4(k)   The teacher understands fundamental oxidation-reduction chemistry.

4(l)   The teacher understands fundamental organic chemistry and biochemistry.

4(m)   The teacher understands applications of chemistry in personal and community health and environmental quality.

4(n)   The teacher understands fundamentals of nuclear chemistry.

4(o)   The teacher understands the importance of accuracy and precision in measurements.

4(p)   The teacher understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.

4(q)   The teacher understands the different types of chemical reactions.

4(r)   The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

Performance

4(s)   The teacher models the application of mathematical principles and the connections that exist between mathematics and chemistry.

4(t)   The teacher demonstrates their knowledge of fundamental structures of atoms and molecules.

4(u)   The teacher applies the basic principles of ionic, covalent, and metallic bonding.

4(v)   The teacher utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).

4(w)   The teacher illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).

4(x)   The teacher applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.

4(y)   The teacher 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)   The teacher can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).

4(aa)   The teacher applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).

4(bb)   The teacher applies the concepts of acids/base chemistry to predict properties and reactions.

4(cc)   The teacher is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.

4(dd)   The teacher demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.

4(ee)   The teacher relates the fundamental principles of chemistry to personal and community health and environmental quality.

4(ff)   The teacher 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)   The teacher applies accuracy and precision to their measurements and calculations.

4(hh)   The teacher applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.

4(ii)   The teacher categorizes and identifies a variety of chemical reaction types.

4(jj)   The teacher can utilize symbolic and particulate models to interpret and explain macroscopic observations.

Standard 4 Sources of Evidence

- NNU coursework, final exams, and associated worksheets
- Faculty interviews
- Lesson plans and journal entries shared by NNU faculty

Standard 4 Analysis

By completing the NNU coursework, final exams, and associated worksheets to proficiency level, it is apparent that the teacher candidate will understand the central concepts, tools of inquiry, and structures of Chemistry, and he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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.

Chemistry Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
1	0	1

Areas for Consideration

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Recommended Action on Idaho Standards for Chemistry Teachers

☒   Approved

☐   Conditionally Approved

        ☐   Insufficient Evidence
        ☐   Lack of Completers
        ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR PHYSICS 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 electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

4(b)   The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

4(c)   The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

Performance

4(d)   The teacher develops and applies conceptual models to describe the natural world.

4(e)   The teacher tests and evaluates physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.

4(f)   The teacher utilizes the appropriate mathematical principles in examining and describing models for explaining physical phenomena.

Standard 4 Sources of Evidence

- Physics course work and final exams
- Physics students outcomes rubrics
- Lesson plan – Newton's Second Law
- Lesson plan – Work and power

- Lesson plan – Forces simulation
- Lesson plan - Free Fall lab
- Lesson plan – Projectile motion
- Lesson plan – Gravity and air resistance

Standard 4 Analysis

By completing the NNU coursework, final exams, and associated worksheets to proficiency level, along with the shared lesson plans, it is apparent that the teacher candidate understands the central concepts, tools of inquiry, and structures of Physics, and he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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.

Physics Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
1	0	1

Areas for Consideration

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Recommended Action on Idaho Standards for Physics 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.

Performance

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

Standard 1 Sources of Evidence

- EDUC 3920 Culture and emotions discussion board
- UDL unit accommodation plan
- EDUC 3195 development discussion board
- Engaging earnings discussion board
- Lesson plan - Civil rights and liberties
- Take Action projects
- Write to government activity
- Mock Supreme Court cases
- Candidate interviews
- Faculty interviews

Standard 1 Analysis

The evidence demonstrates that teacher candidates understand learner development. Discussion boards, unit and lesson plans, project designs, and faculty and candidate interviews confirm that candidates recognize that patterns of learning vary across cognitive, linguistic, social, emotional, and physical areas. Unit and lesson plans indicate that candidates implement developmentally appropriate and challenging learning experiences.

Standard 1 Learner Development	Does Not Meet Standard	Meets Standard
		X

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.

Performance

4(h)   The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalities, and interrelationships.

4(i)   The teacher incorporates methods of inquiry and scholarly research into the curriculum.

Standard 4 Sources of Evidence

- Praxis® II pass rates
- HIS 1040 Exam
- GEOG/ POLS 3100 Exam
- GEOG 150 Why paper
- Lesson plan - Distribution of resources
- HIS 1030/1040 Exams

- POLS 1010 Paper
- Lesson plan – Civic virtue
- Lesson plan – Forms of government (12th grade)
- Inquiry lesson plan - Imperialism

Standard 4 Analysis

Praxis® II pass rates, course exams and papers, and lesson plans demonstrate that candidates understand the central concepts, tools of inquiry, and structures of the social studies discipline. Lesson plans demonstrate that candidates create learning experiences that make the discipline accessible and meaningful to the learner.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- Lesson plan - CAP
- Lesson plan - Voting trends
- Lesson plan - Trail of Tears
- Lesson plan - Great Plains photo analysis
- HIS 1030/1040 Exams
- Lesson plan - Distribution of resources

- Who Wants to be a Millionaire review game

Standard 5 Analysis

The evidence indicates that candidates understand how to connect concepts and use differing perspectives to engage learners. Lesson plans demonstrate that candidates can engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 5 Application of Content	Does Not Meet Standard	Meets Standard
		X

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.

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 Sources of Evidence

- Teacher Literacy Toolbox
- Content pedagogy paper
- Journal article reviews
- Lesson plan - Women's suffrage

Standard 8 Analysis

The evidence demonstrates that candidates use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and to apply knowledge meaningfully. Lesson plans, journal article reviews, and the teacher Literacy Toolbox demonstrate the application of varied and meaningful instructional strategies.

Standard 8 Instructional Strategies	Does Not Meet Standard	Meets Standard
		X

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.

Social Studies Foundation Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
4	0	4

Areas for Consideration

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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 AMERICAN GOVERNMENT/POLITICAL 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 relationships between civic life, politics, and government.

4(b)   The teacher understands the political spectrum and factors that affect individual political views and behavior.

4(c)   The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.

4(d)   The teacher understands the organization of local, state, federal, and tribal governments, how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.

4(e)   The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).

4(f)   The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.

4(g)   The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).

4(h)   The teacher understands different forms of government found throughout the world.

Performance

4(i)   The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.

4(j)   The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.

4(k)   The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.

4(l)   The teacher integrates global perspectives and current events into the study of civics and government.

4(m) The teacher engages learners in civil discourse and promotes its use in a democratic society.

Standard 4 Sources of Evidence

- POLS 1030 Policy papers
- POLS 3610 Summary papers
- American government Praxis® II scores
- POLS 1010 Syllabus
- POLS 3610 Syllabus
- POLS 3610 Summary papers
- Lesson plan - Idaho Constitution
- Lesson Plan - Civic virtue
- Lesson Plan - Civil rights and liberties
- Lesson Plan - Student CAP presentations
- Lesson Plan - Forms of government
- Inquiry lesson plan - Imperialism

Standard 4 Analysis

Praxis® II pass rates, course syllabi and papers, and lesson plans demonstrate that candidates understand the central concepts, tools of inquiry, and structures of the American Government/Political Science discipline. Lesson plans demonstrate that candidates create learning experiences that make the discipline accessible and meaningful to the learner.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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.

American Government/Political Science Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
1	0	1

Areas for Consideration

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-
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Recommended Action on Idaho Standards for American Government/Political Science 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.

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 Sources of Evidence

- History Praxis® II scores
- HIST 1030 Syllabus and perfect paragraph assignment
- HIST 1040 Syllabus and exam
- HIST 2040 Syllabus
- HIST 3480 Syllabus and short paper exemplar
- HIST 3390 Syllabus and exam
- Lesson plan - Imperialism
- Lesson plan - Rise of dictators
- Lesson plan – Women's suffrage
- Inquiry lesson plan - Great Depression as a global event
- Lesson plan - Domino theory
- Lesson plan - Foreign policy
- Lesson plan - Alliance system

Standard 4 Analysis

Praxis® II pass rates, course syllabi, exams, and papers, and lesson plans provided by the EPP demonstrate that candidates understand the central concepts, tools of inquiry, and structures of the History discipline. Lesson plans demonstrate that candidates create learning experiences that make the discipline accessible and meaningful to the learner.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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.

History Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
1	0	1

Areas for Consideration

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-
-

Recommended Action on Idaho Standards for History Teachers

☒ Approved

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

☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING 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.

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 impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students.

Standard 2 Sources of Evidence

- Course syllabus with assignment directions
- Methods accommodation plan directions
- ELL case study slides – Candidate presentation
- Candidate interviews
- Cooperating teacher interviews

Standard 2 Analysis

The course syllabus and methods accommodation plan indicate teacher candidates will be able to understand learning needs and use strategies to meet those needs. The ELL slide show demonstrated understanding of SIOP strategies and how to use them in the elementary music ed classroom. There is evidence of knowledge but no evidence of application of accommodations or learning strategies to ensure that every learner has an inclusive learning environment to meet high standards. Interviewed candidates confirmed knowing about exceptional and ELL needs but the opportunities and/or strategies to relate it to the performing arts classroom were limited. Interviewed candidates confirmed they would like more time in the cultural diversity and ELL courses. Cooperating teacher interviews confirmed the teacher candidates understand the needs but demonstrate limited knowledge of application for accommodations and strategies.

Standard 2 Learning Differences	Does Not Meet Standard	Meets Standard
		X

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 history and foundation of arts education.

4(b)   The teacher understands the processes and content of the arts discipline being taught.

4(c)   The teacher understands how to observe, describe, interpret, critique, and assess the arts discipline being taught.

4(d)   The teacher understands the cultural, historical, and contemporary contexts surrounding works of art.

4(e)   The teacher understands that the arts communicate, challenge, and influence culture and society.

4(f)   The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints.

4(g)   The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

4(h)   The teacher understands connections between art curriculum and vocational opportunities.

Performance

4(i)   The teacher instructs, demonstrates, and models technical and expressive proficiency in the particular arts discipline being taught.

Standard 4 Sources of Evidence

- Course syllabus with assignment directions – Candidate examples of assignments
- Directions and rubric for content pedagogy essay – Candidate examples of assignment
- Cooperating teacher observations and feedback
- Music history paper rubric – Candidate examples
- Lesson plan template – Candidate examples
- Concert attendance and reflection – Candidate examples
- Various arts essay assignments – Candidate examples
- Candidate recital performance example
- Visual arts project examples

Standard 4 Analysis

The work samples, lesson plans, assignments, and essays provide evidence that teacher candidates understand the concepts, tools, and structures in creating learning experiences that will allow for mastery of content. The artifacts provide evidence of content knowledge specific to

the discipline being taught. The lesson plans provide evidence of interpreting and assessing in the content area. The student recital and visual art project examples models technical and expressive proficiency in their arts discipline. However, artifacts revealed limited areas of diversity and the influence on cultural contexts.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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 relationships between the arts and how the arts are vital to all content areas.

Performance

5(b)   The teacher engages students in identifying relationships between the arts and other content areas.

5(c)   The teacher instructs students in making observations, interpretations, and judgments about their own artworks and the works of other artists.

Standard 5 Sources of Evidence

- Performing arts paper – Candidate examples
- Secondary methods unit rubric – Unit alignment candidate examples
- Connecting literacy to content assignment and rubric – Candidate lesson plan
- Visual arts project assignments – Candidate examples
- Faculty interviews

Standard 5 Analysis

The writing and music Lesson plan and rubric shows evidence of identifying the arts to other content areas. The visual art portrait assignment and the concert papers showed evidence of teacher candidates in making observations, interpretations, and judgements about their own artwork and the artwork of others. Interviews of EPP teacher leads showed more evidence of the application of content in the classroom in the teacher candidates' portfolios. Relating content to local and global issues lacked in demonstration.

Standard 5 Application of Content	Does Not Meet Standard	Meets Standard
		X

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 assessment strategies specific to creating, performing, and responding.

6(b)   The teacher understands how arts assessments strategies (e.g., portfolio, critique, performance/presentation) specific to the arts enhance evaluation, as well as student knowledge and performance.

Performance

6(c)   The teacher assesses student work specific to creating, performing, and responding.

Standard 6 Sources of Evidence

- Music methods assessment plan – Candidate examples
- Concert reflection
- Playing test assessment
- Principles of Art project rubric
- Graphic design candidate portfolio

Standard 6 Analysis

Evidence included multiple methods of assessments. The assessment plan on dynamics, tempo, etc., using the 1812 Overture, was most specific to creating, performing, and responding because of the clarity of the connection to the standards. The Music P-12 learning assignment showed clear evidence of using multiple methods of assessments with activities that engaged learners. The reflection piece showed evidence in guiding the teacher candidate to monitor the learner's progress and make changes as necessary.

Standard 6 Assessment	Does Not Meet Standard	Meets Standard
		X

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 that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space.

Standard 7 Sources of Evidence

- Budget plan for middle school band program
- List of materials and tools needed for the secondary art room
- Classroom management plan

Standard 7 Analysis

Evidence provided indicates the teacher candidate understands management of materials, equipment, and the use of physical space as applied to the visual and performing arts program area.

Standard 7 Planning for Instruction	Does Not Meet Standard	Meets Standard
		X

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 understands regulations regarding copyright laws.

Standard 9 Sources of Evidence

- Presentation slides of copyright laws and corresponding quiz
- Copyright basics assignment – Candidate "take away" example
- Olympic symbol assignment – Candidate example
- Attendance at Idaho Music Educators Association (IMEA) State Conference – Candidate reflection

Standard 9 Analysis

The presentation slides, copyright basics reflection, and Olympic project assessment provide evidence that teacher candidates understand regulations regarding copyright laws in ethical practice. Candidates attending the IMEA conference and writing a reflection on sessions provide evidence in engaging in professional learning and evaluation of practice.

Standard 8 Professional Learning and Ethical Practice	Does Not Meet Standard	Meets Standard
		X

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 appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.

10(b) The teacher understands the unique relationships between the arts and their audiences.

Performance

10(c) The teacher promotes the arts for the enhancement of the school, the community, and society.

10(d) The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 10 Sources of Evidence

- Budget assignment – Candidate example
- Fundraiser assignment – Candidate example
- P-12 learning student teaching
- Fall concert YouTube example
- Studio practice artwork and influences artifact

Standard 10 Analysis

Budget and fundraising assignments provide evidence that the teacher candidate understands the financial management and organization aspects specific to arts programs. The P-12 learning example demonstrates collaboration with learners, colleagues, and the cooperative teacher, in advancing the profession. The fall concert excerpt and the studio project are indicative of art exhibits and performance. The print magazine cover project shows respect for the audience it is intended to reach. The evidence also suggests that the program may need to consider increased exposure to arts advocacy and community engagement to increase the understanding of the promotion and enhancement of the arts, community partnerships, and audiences.

Standard 10 **Leadership and Collaboration**	**Does Not Meet Standard**	**Meets Standard**
		X

Standard 11: Safety and Management - The teacher creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space.

Knowledge

11(a)   The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her arts discipline.

11(b)   The teacher understands the use and management of necessary performance and exhibit tools and equipment specific to his or her discipline.

Performance

11(c)   The teacher established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.

11(d)   The teacher manages the simultaneous activities that take place daily in the arts classroom.

Standard 11 Sources of Evidence

- Art syllabus
- Materials and tools for secondary art room
- Classroom management plan
- Woodshop safety protocols
- Conversation, Help, Activity, Movement, Participation, Success (CHAMPS) classroom management model
- Rhythm stations lesson

Standard 11 Analysis

Work samples, management plans, and safety protocols provide evidence that teacher candidates have planned to create a safe learning environment, including management of tools and supplies. The lesson plan and CHAMPS model provide evidence for the management of simultaneous activities and establishment of procedures.

Standard 11	Does Not Meet Standard	Meets Standard
Safety and Management		X

Visual and Performing Arts Foundation Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
8	0	8

Areas for Consideration

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-
-

Recommended Action on Idaho Foundation Standards for Visual and Performing Arts Teachers

☒   Approved

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

☐   Not Approved

IDAHO STANDARDS FOR MUSIC 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.

Performance

4(a)   The teacher is able to prepare students for musical performance, including:

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Reading and notating music

4(b)   The teacher is able to teach students how to create music, including:

- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.

4(c)   The teacher is able to prepare students to respond to musical works, including the following:

- Listening to, analyzing, and describing music.
- Evaluating music and music performances.

4(d)   The teacher is able to prepare students to make musical connections, including:

- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture.

Standard 4 Sources of Evidence

- Music course descriptions and syllabi
- Lesson plans

- Concert recordings
- Sample scorings
- *Music connection reflection*
- *Jazz lesson*
- *Los Machetes Folk dance lesson*
- Music theory composition project
- Music history research paper
- Candidate reflections of lesson plans and concert attendance

Standard 4 Analysis

The course descriptions provide a clear learning path for teacher candidates. The work samples, lesson plans, student reflections, music theory projects, and history papers provide evidence that the teacher candidate understands the central concepts needed to prepare students for musical performance, creating music, responding to music, and making those connections. The music connection reflection, jazz lesson, and the Los Machetes Folk dance lesson evidence the connection of music in relation to history, culture, and the arts. The dance, folk music, and combining choir and drama indicates the teacher candidate understands the relationship between music and the other arts.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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

Performance

5(a)   The teacher is able to demonstrate how to apply music content knowledge in the following settings: general music, music theory, music technology, guitar, keyboard, and performing ensembles.

Standard 5 Sources of Evidence

- Music course descriptions and syllabi
- Music theory final project
- Lesson plans
- Candidate reflection
- Instructional model toolkit
- P-12 student teacher summary

Standard 5 Analysis

The course descriptions and the work samples submitted provide evidence that teacher candidates can apply their music content knowledge in a variety of settings. Participation in performing ensembles is a requirement and the student reflection sample provides evidence of the connection between participation in an ensemble and the routines and execution of a music class.

Standard 5 Application of Content	Does Not Meet Standard	Meets Standard
		X

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

Total Number of Standards	Does Not Meet Standard	Meets Standard
2	0	2

Areas for Consideration

-
-
-

Recommended Action on Idaho Standards for Music Teachers

☒   Approved

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

☐   Not Approved

IDAHO STANDARDS FOR VISUAL 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.

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 a variety of media, styles, and techniques in multiple art forms.

4(b)   The teacher has knowledge of individual artists' styles and understands the historical and contemporary movements and cultural contexts of those works.

4(c)   The teacher understands the elements and principles of art and how they relate to art making and art criticism.

4(d)   The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection).

4(e)   The teacher understands the value of visual arts as they relate to everyday experiences.

Performance

4(f)   The teacher applies a variety of media, styles, and techniques in multiple art forms.

4(g)   The teacher instructs students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works.

4(h)   The teacher applies the elements and principles of art and how they relate to art making and art criticism.

4(i)   The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product).

4(j)   The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

Standard 4 Sources of Evidence

- Visual arts course descriptions and syllabi
- Lesson plans
- Final projects
- Candidates' student work samples

Standard 4 Analysis

The course descriptions provide a clear learning path for teacher candidates. The work samples, lesson plans, and final projects provide evidence that teacher candidates understand a variety of media, styles, and techniques in multiple art forms. The art history essay provides understanding of individual artists' styles. The elements and principles of design lesson plan provides evidence for both the understanding of the principles but also how to relate it to the creative process. The student work examples from Fairmont Junior High demonstrate the application in the classroom.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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.

Visual Arts Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
1	0	1

Areas for Consideration

-
-
-

Recommended Action on Idaho Standards for Visual Arts Teachers

☒   Approved

☐   Conditionally Approved

         ☐   Insufficient Evidence

         ☐   Lack of Completers

         ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR WORLD LANGUAGES 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 that the process of second language acquisition includes a variety of skills within the presentational, interpretive, and interpersonal modes of communication.

1(b)   The teacher understands that cultural knowledge is essential for the development of second language acquisition.

1(c)   The teacher knows the methodologies and theories specific to second language acquisition.

1(d)   The teacher understands the learner development process from novice to advanced levels of language proficiency.

Performance

1(e)   The teacher uses a variety of skills within the presentational, interpretive, and interpersonal modes of communication.

1(f)   The teacher integrates cultural knowledge into all language development.

1(g)   The teacher integrates the language theories for first and second language acquisition related to cognitive development in order to facilitate language growth.

Standard 1 Sources of Evidence

- EDUC 3150 Course syllabus
- Course assignment description: ELP case study, SIOP summary
- Teacher candidate artifacts: SIOP summary, pedagogy paper, Discussion 7 incorporating differentiation

Standard 1 Analysis

Course syllabi, specific course assignments, and teacher candidate artifacts provide evidence that teacher candidates understand how learners grow and develop, that they do recognize patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and that they design and implement developmentally appropriate and challenging learning experiences. The EPP addressed each indicator associated with standard one. The evidence spanned time, included program design, and documented candidate work.

Standard 1 Learner Development	Does Not Meet Standard	Meets Standard
		X

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 sociolinguistic factors such as gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs that affect how individuals perceive and relate to their own culture and language and that of the second culture and language.

2(b)   The teacher understands students' individual needs and how they affect the process of second language acquisition.

Performance

2(c)   The teacher incorporates learning activities that enable students to identify how their perception of the target culture(s)compares with their own.

2(d)   The teacher differentiates instruction to address the diverse needs of individual students' second language acquisition.

Standard 2 Sources of Evidence

- EDUC 3150 Course syllabus
- Teacher candidate artifacts: Lesson plans with accommodations and differentiation; ELP presentations; Online discussion forums; Discussion 7 making accommodations
- Course rubric: UDL rubric
- Course assignment prompt for online discussions

Standard 2 Analysis

Course syllabus, teacher candidate artifacts, course rubrics, and course assignment descriptions provide evidence that teacher candidates use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards in the world language classroom.

Standard 2 Learning Differences	Does Not Meet Standard	Meets Standard
		X

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 that students thrive in a low affective filter learning environment.

3(b)   The teacher knows current practices of classroom management techniques (e.g., comprehensible input and output) that successfully allow for a variety of activities that take place in a world language classroom.

Performance

3(c)   The teacher implements strategies that encourage a low affective filter, such as group/pair work, focused practice, positive error correction, and classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

3(d)   The teacher implements current best practices of classroom management techniques (e.g., comprehensible input and output) that successfully allow for a variety of activities that take place in a world language classroom.

Standard 3 Sources of Evidence

- Teacher candidate artifacts: Lesson plans, UDL project, pedagogy paper
- UDL project description

Standard 3 Analysis

Course specific assignments and teacher candidate artifacts demonstrate design and performance evidence that teacher candidates work together with others to create environments that support individual and collaborative learning, and that they work to encourage positive social interaction, active engagement in learning, and self-motivation in their world language classroom.

Standard 3 Learning Environments	Does Not Meet Standard	Meets Standard
		X

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 the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for language skills according to interpretive, presentational, and interpersonal modes.

4(b) The teacher knows the cultural perspectives as they are reflected in the target language.

4(c) The teacher understands key linguistic structures (e.g., phonetics, morphology, semantics, syntax, pragmatics) particular to the target language.

4(d) The teacher knows the history, arts, and literature of the target culture(s).

4(e) The teacher knows the current social, political, and economic realities of the countries related to the target language.

4(f) The teacher understands how the target language and culture perceives and is perceived by other languages and cultures.

4(g) The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Performance

4(h) The teacher demonstrates advanced level performance according to interpretive, presentational, and interpersonal modes as defined by ACTFL.

4(i) The teacher integrates language skills and cultural knowledge in the target language within the presentational, interpretive, and interpersonal modes of communication.

4(j) The teacher advocates for the value and benefits of world language learning to education stakeholders.

4(k) The teacher uses the target language in presentational, interpretive, and interpersonal modes of communication and provides opportunities for the students to do so.

4(l) The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

4(m) The teacher systematically incorporates culture into instruction.

4(n) The teacher incorporates how the target language/culture perceives and is perceived by other languages and cultures.

4(o) The teacher demonstrates how culture and language are intrinsically connected.

4(p) The teacher demonstrates the way(s) in which key linguistic structures, including phonetics, morphology, semantics, syntax, and pragmatics, particular to the target language, compare to English communication patterns.

Standard 4 Sources of Evidence

- SPAN 1020/2020/3094/3310 and EDUC 3630 Course syllabi

- Course assignment descriptions, cultural competency requirement, la familia description
- Praxis® II pass rates in content area exam; tracking data on candidates
- Teacher candidate artifacts: Lesson plans; course discussions, essay in world languages, language test scores, "Obra Maestra" presentation
- Student teacher evaluations, observations, reflections

Standard 4 Analysis

Course syllabi and course assignment descriptions, Praxis® II pass rates, course exams, papers and projects, lesson plans, and teacher evaluations demonstrate that teacher candidates understand the central concepts, tools of inquiry, and structures of the world language discipline. Lesson plans, reflections, and teacher evaluations demonstrate that candidates create learning experiences that make the discipline accessible and meaningful to the learner.

Standard 4 Content Knowledge	Does Not Meet Standard	Meets Standard
		X

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

Performance

5(a)   The teacher uses a variety of techniques to foster proficiency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Standard 5 Sources of Evidence

- Teacher candidate lesson plans: Spelling changes (interviews and exit tickets), preterit lesson plan (student generated summary; music)
- Teacher candidate lesson slides: Career opportunity rap, buddy pairing dialogue; affirmative skit teaching slides, student teaching slides: affirmative/negative
- Teacher candidate classroom project: Stem Changing Verbs board game

Standard 5 Analysis

Teacher candidate lesson plans, lesson slides, and classroom project offer evidence that teacher candidates understand 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 as related to teaching world languages. The performance evidence demonstrates that teacher candidates use a variety of techniques to foster proficiency within the target language.

Standard 5 Application of Content	Does Not Meet Standard	Meets Standard
		X

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 the NCSSFL-ACTFL Can Do Statements and ACTFL Performance Descriptors according to the interpretive, interpersonal and presentational modes for a variety of skills (e.g., listening, speaking, reading, writing, signing).

Performance

6(b)   The teacher uses the NCSSFL-ACTFL Can Do Statements and ACTFL Performance Descriptors according to the interpretive, interpersonal and presentational modes for a variety of skills (e.g., listening, speaking, reading, writing, signing) to create proficiency- based to create proficiency-based formative and summative assessments.

Standard 6 Sources of Evidence

- Teacher candidate artifacts:
    o   Spanish 6-12 content test
    o   French culture lesson plan
    o   Secondary instructional unit overview
    o   Fiesta de Cumpleanos unit
    o   UbD unit sketch
- Course assignment project description and rubric: English Language Proficiency (ELP) case study elementary and secondary

Standard 6 Analysis

Course specific assignment descriptions and rubrics, and multiple teacher candidate classroom artifacts demonstrate design and performance evidence that the teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the world language teacher's and learner's decision making.

Standard 6 Assessment	Does Not Meet Standard	Meets Standard
		X

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 to incorporate the ACTFL Standards of communication, cultures, connections, comparisons, and communities into instructional planning.

7(b)   The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.

7(c)   The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

7(d)   The teacher understands the relationship of a variety of well-articulated, sequential, and developmentally appropriate language outcomes and language program models.

7(e)   The teacher knows how to create organized and cohesive curriculum towards successful second language acquisition.

Performance

7(f)   The teacher incorporates the ACTFL Standards of communication, cultures, connections, comparisons, and communities into instructional planning.

7(g)   The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.

7(h)   The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

7(i)   The teacher creates organized and cohesive curriculum towards successful second language acquisition.

Standard 7 Sources of Evidence

- Teacher candidate teaching portfolios
- Teacher candidate artifacts: Lesson plans; UBD unit plans/sketches
- Teacher candidate observation journals

Standard 7 Analysis

Teacher candidate summative teaching portfolios, lesson and unit plans, and observation journals indicate performance evidence that the teacher candidate plans instruction that supports students in meeting world language learning goals by drawing upon knowledge of world languages, curriculum, cross-disciplinary skills, and language learning pedagogy, as well as knowledge of the learners and of the community context.

Standard 7 Planning for Instruction	Does Not Meet Standard	Meets Standard
		X

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 need to stay current on world languages methodologies based on emerging research in second language acquisition.

8(b) The teacher understands instructional practices that facilitate proficiency-based learning.

8(c) The teacher understands the importance of remaining current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

Performance

8(d) The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.

8(e) The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 8 Sources of Evidence

- Teacher candidate artifacts: Unit plans "activities" section
- Classroom observation/evaluation notes of instructional strategies
- Teacher candidate artifacts: Lesson plans; electronic literacy language domain toolkit
- Teacher candidate artifact: pedagogy paper

Standard 8 Analysis

Teacher candidate lesson plans, unit plans, planning toolkits, papers, and teacher evaluations indicate that the teacher candidates understand the importance of remaining current in second-language pedagogy and second language acquisition. Performance evidence indicates that teacher candidates use a variety of instructional strategies based on current research to enhance students' understanding to encourage learners to develop deep understanding of world language and to build skills to apply that knowledge in meaningful ways.

Standard 8 Instructional Strategies	Does Not Meet Standard	Meets Standard
		X

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 knows about career and other life-enriching opportunities available to students proficient in world languages.

10(b)   The teacher understands the importance of and how to provide opportunities for students and teachers to communicate with native speakers.

10(c)   The teacher knows how to communicate to education stakeholders the amount of time and energy needed for students to be successful in acquiring a second language.

10(d)   The teacher understands the effects of second language acquisition on first language mastery and education in general.

Performance

10(e)   The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.

10(f)   The teacher encourages students to participate in community experiences related to the target culture.

Standard 10 Sources of Evidence

- Teacher candidate artifacts: Student teaching journal; lesson slides; parent communication platform
- Course assignment description language immersion paper
- Artifact: Language immersion reflection paper

Standard 10 Analysis

Course specific assignment descriptions, teaching journals, papers, lesson slides, and parent communications demonstrate design and performance evidence that the teacher candidates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 10 Leadership and Collaboration	Does Not Meet Standard	Meets Standard
		X

Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
9	0	9

Areas for Consideration

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-
-

Recommended Action on Idaho Standards for World Languages Teachers

☒   Approved

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

☐   Not Approved

ADMINISTRATOR ENDORSEMENTS

IDAHO STANDARDS FOR SCHOOL PRINCIPALS

Standard 1: Mission, Vision, and Beliefs - Effective school principals develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Knowledge

1(a)   The school principal understands how to develop an educational mission for the school to promote the academic success and well-being of all students.

1(b)   The school principal understands the importance of developing a shared understanding of and commitment to mission, vision, and beliefs within the school and the community.

1(c)   The school principal understands how to model and pursue the school's mission, vision, and beliefs in all aspects of leadership.

Performance

1(d)   The school principal participates in the process of using relevant data to develop and promote a vision for the school on the successful learning and development of all students.

1(e)   The school principal articulates, advocates, and cultivates beliefs that define the school's culture and stress the imperative of child-centered education.

1(f)   The school principal strategically develops and evaluates actions to achieve the vision for the school.

1(g)   The school principal reviews the school's mission and vision and makes recommendations to adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

Standard 1 Sources of Evidence

- EDUC 754 Data-driven decision making
- EDUC 8672 "Five Responsibilities of an Administrator" document
- Elmhurst "Monday Memo"
- Advanced site partner / supervisor interview

Standard 1 Analysis

The courses, course material, and sample memos provide evidence that principal candidates know how to develop, advocate, and enact a shared mission-vision-belief of high quality. Elmhurst's "Monday Memo" serves as an example of advocating their school's mission, vision, and beliefs.

Standard 1	Does Not Meet Standard	Meets Standard
Mission, Vision, and Beliefs		X

Standard 2: Ethics and Professional Norms - Effective school principals act ethically and according to professional norms to promote all students' academic success and well-being.

Knowledge

2(a)   The school principal understands ethical frameworks and perspectives.

2(b)   The school principal understands the Code of Ethics for Idaho Professional Educators.

2(c)   The school principal understands policies and laws related to schools and districts.

2(d)   The school principal understands how to act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

2(e)   The school principal understands the importance of placing children at the center of education and accepting responsibility for each student's academic success and well-being.

Performance

2(f)   The school principal acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

2(g)   The school principal leads with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

2(h)   The school principal models and promotes ethical and professional behavior among teachers and staff in accordance with the Code of Ethics for Idaho Professional Educators.

Standard 2 Sources of Evidence

- Student final paper, "Principal Internship in School – Leading with Ethics"
- EDUC 7596IIIB Administrative internship portfolio binder
- EDUC 7575 Discussion board prompt/thread
- EDUC 7581 Leadership interviews and application presentation
- EDUC 7596III Multicultural assignment
- Advanced site partner/supervisor interview

Standard 2 Analysis

The EPP provides sufficient evidence - task and assessment criteria, written research papers, student interviews with district personnel, and candidate work samples – for all knowledge and

performance indicators. Evidence ensures that candidates have the skill set to employ ethics and professional norms.

Standard 2	Does Not Meet Standard	Meets Standard
Ethics and Professional Norms		X

Standard 3: Equity and Cultural Responsiveness – School principals strive for equity of educational opportunity and culturally responsive practices to promote all students' academic success and well-being.

Knowledge

3(a)   The school principal understands how to recognize and respect all students' strengths, diversity, and culture as assets for teaching and learning.

3(b)   The school principal understands the need for each student to have equitable access to effective teachers, learning opportunities, and academic and social support.

3(c)   The school principal understands the importance of preparing students to live productively in and contribute to society.

3(d)   The school principal understands how to address matters of equity and cultural responsiveness in all aspects of leadership.

3(e)   The school principal understands how to ensure that all students are treated fairly, respectfully, and with an understanding of each student's culture and context.

Performance

3(f)   The school principal develops processes that employ all students' strengths, diversity, and culture as assets for teaching and learning.

3(g)   The school principal evaluates student policies that address student misconduct in a positive, fair, and unbiased manner.

3(h)   The school principal acts with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 3 Sources of Evidence

- EDUC 7596 assignment analyzing migrant and English Language Learner (ELL) plans
- EDUC 7566 "Education Values" final project
- EDUC 7585 Interview guides

Standard 3 Analysis

The courses outlined, including a brochure providing Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Individuals with Disabilities Education Act (IDEA) descriptions show evidence that principal preparation candidates stive for equity of

educational opportunity and culturally responsive practices to promote all students' academic success and well-being.

Standard 3 Equity and Cultural Responsiveness	Does Not Meet Standard	Meets Standard
		X

Standard 4: Curriculum, Instruction, and Assessment - School principals develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote all students' academic success and well-being.

Knowledge

4(a)   The school principal understands how to implement and align coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

4(b)   The school principal understands how to promote instructional practice that is consistent with knowledge of learning and development, effective teaching, and the needs of each student.

4(c)   The school principal understands the importance of instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

4(d)   The school principal understands how to utilize valid assessments that are consistent with knowledge of learning and development and technical standards of measurement.

4(e)   The school principal understands how to ensure instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

Performance

4(f)   The school principal participates in aligning and focusing systems of curriculum, instruction, and assessment within and across grade levels and programs to promote student academic and career success.

4(g)   The school principal uses and promotes the effective use of technology in the service of teaching and learning.

4(h)   The school principal uses assessment data appropriately and effectively, and within technical limitations to monitor student progress and improve instruction.

Standard 4 Sources of Evidence

- EDUC 7553 Curriculum/assessment/collaboration assignment
- EDUC 7554: H.A.C.K. Portfolio
- EDUC 7556 Discussion boards

- Candidate papers: Personal philosophy of leadership, using data to guide practice
- Standards to book connection

Standard 4 Analysis

There are different opportunities for candidates to acquire understanding and competence in Standard 4. Candidate artifacts evidenced knowledge regarding rigorous and coherent systems of curriculum, instruction, and assessment. Additionally, candidates were able to show knowledge in using assessment data to effectively monitor student progress and improve instruction. The final portfolio demonstrated different aspects of implementation, alignment, and promoting instructional practice.

Standard 4 Curriculum, Instruction, and Assessment	Does Not Meet Standard	Meets Standard
		X

Standard 5: Community of Care and Support for Students - School principals cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.

Knowledge

5(a)   The school principal understands how to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of all students.

5(b)   The school principal understands how to promote adult-student, peer-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

5(c)   The school principal understands the laws and regulations associated with special student populations.

5(d)   The school principal understands various intervention strategies utilized to close achievement gaps.

5(e)   The school principal understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Performance

5(f)   The school principal participates in creating and sustaining a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

5(g)   The school principal assists in designing coherent, responsive systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

5(h)   The school principal cultivates and reinforces student engagement in school and positive student conduct.

Standard 5 Sources of Evidence

- EDUC 7579 Quiz and discussion board
- EDUC 7551 Lesson plan development
- EDUC 8676 Context paper on special populations

Standard 5 Analysis

Quizzes and a discussion board, lesson plans, and a context paper on special populations indicate that school principals are prepared to cultivate and inclusive, caring, and supportive school community.

Standard 5 Community of Care and Support for Students	Does Not Meet Standard	Meets Standard
		X

Standard 6: Professional Capacity of School Personnel - School principals develop the professional capacity and practice of school personnel to promote all students' academic success and well-being.

Knowledge

6(a)   The school principal understands how to recruit, hire, support, develop, and retain effective and caring teachers and staff.

6(b)   The school principal understands how to plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

6(c)   The school principal understands how to develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

6(d)   The school principal understands the importance of the personal and professional health of teachers and staff.

6(e)   The school principal understands the Idaho adopted framework for teaching.

6(f)   The school principal understands how to create individualized professional learning plans and encourage staff to incorporate reflective goal setting practices at the beginning of the school year.

6(g)   The school principal understands how to foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for all students.

6(h)   The school principal understands how to empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

Performance

6(i)   The school principal assists in developing teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

6(j)   The school principal delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

6(k)   The school principal increases their professional learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

6(l)   The school principal utilizes observation and evaluation methods to supervise instructional personnel.

Standard 6 Sources of Evidence

- Student reflection: Screening and job interview process/procedure
- EDUC 7585 Final project
- Self-care presentation
- Professional learning plan (PLP)
- Standards to book connections
- EDUC 7581 Leadership analysis paper
- Observation (Danielson) example
- EDUC 7511 Final paper

Standard 6 Analysis

Sufficient evidence was shared to demonstrate learning and comprehension for Standard 6. Candidates show understanding of professional capacity and practice of school personnel to promote academic success and well-being for all students. Practice with observation and evaluation methods articulate an understanding of supervising instructional personnel.

Standard 6 Professional Capacity of School Personnel	Does Not Meet Standard	Meets Standard
		X

Standard 7: Professional Community for Teachers - School principals foster a professional community of teachers and other professional staff to promote all students' academic success and well-being.

Knowledge

7(a)   The school principal understands how to develop workplace conditions for teachers and other staff that promote effective professional development, practice, and student learning.

7(b)   The school principal understands how to establish and sustain a professional culture of trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

7(c)   The school principal understands how to promote mutual accountability among teachers and other staff for each student's success and the effectiveness of the school as a whole.

7(d)   The school principal understands how to encourage staff-initiated improvement of programs and practices.

Performance

7(e)   The school principal assists in developing and supporting open, productive, caring, and trusting working relationships among teachers and staff to promote professional capacity and the improvement of practice.

7(f)   The school principal designs and implements job-embedded and other opportunities for professional learning collaboratively with teachers and staff.

7(g)   The school principal assists with and critiques opportunities provided for collaborative examination of practice, collegial feedback, and collective learning.

Standard 7 Sources of Evidence

- EDUC 7596 Portfolio requirement
- EDUC 7585 Leadership style essay
- EDUC 7585 Course assignment analyzing professional support
- Advanced site partner/supervisor interview

Standard 7 Analysis

The depth of the portfolio assignment, an essay on leadership styles, and an analysis of professional support provided in one school district demonstrate principal candidates foster a community of teachers and other professional staff to promote students' academic success and well-being.

Standard 7 Professional Community for Teachers	Does Not Meet Standard	Meets Standard
		X

Standard 8: Meaningful Engagement of Families and Community – School principals engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote all students' academic success and well-being.

Knowledge

8(a)   The school principal understands how to create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

8(b)   The school principal understands and values the community's cultural, social, and intellectual, resources to promote student learning and school improvement.

8(c)   The school principal understands how to develop and provide the school as a resource for families and the community.

8(d)   The school principal understands the need to advocate for the school and district and for the importance of education, student needs, and priorities to families and the community.

8(e)   The school principal understands how to build and sustain productive partnerships with the community to promote school improvement and student learning.

8(f)   The school principal understands how to create means for the school community to partner with families to support student learning in and out of school.

8(g)   The school principal understands how to employ the community's cultural, social, and intellectual resources to promote student learning and school improvement.

Performance

8(h)   The school principal facilitates open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

8(i)   The school principal demonstrates a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

8(j)   The school principal advocates publicly for the needs and priorities of students, families, and the school community.

Standard 8 Sources of Evidence

- EDUC 8675 Stakeholder letters
- EDUC 8675 Newsletter example
- EDUC 8675 Public relations research
- PTA reflection
- EDUC 7566 Values in education final project
- EDUC 7566 Values in education rubric
- Standards book connection

Standard 8 Analysis

The EPP provides sufficient evidence - research papers, reflections, and final projects – for all knowledge and performance standards for Standard 8. Principal candidates show an understanding and conceptual actions of meaningful engagement of families and community.

Standard 8 Meaningful Engagement of Families and Community	Does Not Meet Standard	Meets Standard
		X

Standard 9: Operations and Management – School principals manage school operations and resources to promote all students' academic success and well-being.

Knowledge

9(a)   The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

9(b)   The school principal understands how to strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address all students' learning needs.

9(c)   The school principal understands how to seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.

9(d)   The school principal understands the need to be responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

9(e)   The school principal understands how to employ technology to improve the quality and efficiency of operations and management.

9(f)   The school principal understands how to comply and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9(g)   The school principal understands governance processes and internal and external politics toward achieving the school's mission and vision

9(h)   The school principal understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.

9(i)   The school principal understands the value of transparency regarding decision making and the allocation of resources.

9(j)   The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

9(k)   The school principal understands how to protect teachers' and other staff members' work and learning from disruption.

9(l)   The school principal understands how to develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

9(m)   The school principal understands how to develop and manage productive relationships with the district office and school board.

9(n)   The school principal understands how to develop and administer systems for fair and equitable management of conflict among students, teachers and staff, leaders, families, and community.

Performance

9(o)   The school principal assists in managing staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

9(p)   The school principal assists in seeking, acquiring, and managing fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.

9(q)   The school principal utilizes technology to improve the quality and efficiency of operations and management.

9(r)   The school principal assists in developing and maintaining data and communication systems to deliver actionable information for classroom and school improvement.

9(s)   The school principal complies with and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

Standard 9 Sources of Evidence

- EDUC 7596 Portfolio
- EDUC 8674 Building and safety worksheet and assignment
- EDUC 7575 Legal and financial issues

Standard 9 Analysis

The online portfolio and course content provide evidence that principal candidates know how to manage school operations and resources to promote all students' academic success and well-being.

Standard 9	Does Not Meet Standard	Meets Standard
Operations and Management		X

Standard 10: Continuous School Improvement – School principals act as agents of continuous school improvement to promote all students' academic success and well-being.

Knowledge

10(a) The school principal understands how to make school more effective for all students, teachers, staff, families, and the community.

10(b) The school principal understands methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.

10(c) The school principal understands change and change management processes.

10(d) The school principal understands a systems approach to promote coherence among improvement efforts and all aspects of school organization, programs, and services.

10(e) The school principal understands how to create and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

10(f) The school principal understands how to implement methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.

10(g) The school principal understands how to manage uncertainty, risk, competing initiatives, and politics of change.

10(h) The school principal understands how to assess and develop the capacity of staff to evaluate the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

10(i) The school principal understands how to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement.

Performance

10(j) The school principal participates in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

10(k) The school principal analyzes situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

10(l) The school principal assists in developing appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

Standard 10 Sources of Evidence

- Continuous improvement conversation/interview between candidate and an active principal
- Managing complex change diagram
- Standards to book connections
- Collective commitments example
- EDUC 7575 – Discussion regarding legal and financial issues in education

Standard 10 Analysis

Sufficient evidence demonstrates candidates understand continuous school improvement. Student portfolios show evidence of implementing continuous school improvement.

Standard 10 Continuous School Improvement	Does Not Meet Standard	Meets Standard
		X

School Principal Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
10	0	10

Areas for Consideration

-
-
-

Recommended Action on Idaho Standards for School Principals

☒   Approved

☐   Conditionally Approved

        ☐   Insufficient Evidence
        ☐   Lack of Completers
        ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR SUPERINTENDENTS

Standard 1: Mission, Vision, and Beliefs – Effective superintendents develop, advocate, and enact a shared mission, vision, and the beliefs for high-quality education and academic success for all students.

Knowledge

1(a)   The superintendent understands the principles of developing and implementing strategic plans.

Performance

1(b)   The superintendent articulates, advocates, and cultivates beliefs that define the district's culture and stress the imperative of child-centered education and continuous improvement.

1(c)   The superintendent strategically develops, implements, and evaluates actions to achieve the vision for the district.

1(d)   The superintendent reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs.

1(e)   The superintendent develops shared understanding of and commitment to mission, vision, and beliefs within the district and the community.

1(f)   The superintendent models and pursues the district's mission, vision, and beliefs in all aspects of leadership.

Standard 1 Sources of Evidence

- EDUC 7584 "Data-driven Decision-Making"
- EDUC 8672 "Five Responsibilities of an Administrator"
- EDUC 8674 Facilities

Standard 1 Analysis

Evidence indicates that superintendent candidates develop, advocate, and enact a shared mission, vision, and beliefs for a high-quality education and academic success for all students.

Standard 1 Mission, Vision, and Beliefs	Does Not Meet Standard	Meets Standard
		X

Standard 2: Ethics and Professionalism – Effective superintendents act ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators.

Performance

2(a)   The superintendent acts in accordance with and promotes the Code of Ethics for Idaho Professional Educators.

2(b)   The superintendent acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.

2(c)   The superintendent acts in accordance with and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

Standard 2 Sources of Evidence

- EDUC 7584 Personal philosophy of leadership
- EDUC 8673 Advanced school finance – District budget spending
- EDUC 8678B Superintendent standards portfolio
- EDUC 7584 Leadership interviews

Standard 2 Analysis

The superintendent standards portfolio, philosophy of leadership, and advanced school finance provide evidence that superintendent candidates understand ethics and professionalism and can act ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators. Leadership interviews provide evidence that the candidates have learned and can articulate the importance of integrity, fairness, transparency, and trust.

Standard 2	Does Not Meet Standard	Meets Standard
Ethics and Professionalism		X

Standard 3: Equity and Cultural Responsiveness – Effective superintendents strive for equity of educational opportunity and respect diversity.

Performance

3(a)   The superintendent ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

3(b)   The superintendent recognizes and addresses implicit biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.

3(c)   The superintendent safeguards and promotes the values of democracy, individual freedom and responsibility, equity, and diversity.

Standard 3 Sources of Evidence

- EDUC 8673 Final project / Continuous Improvement Plan (CIP)
- EDUC 8671 Metaphorical model (of change)
- EDUC 8678 Portfolio rubric

Standard 3 Analysis

Sufficient evidence evidences that superintendent candidates strive for the equity of educational opportunity and respect diversity.

Standard 3 Equity and Cultural Responsiveness	Does Not Meet Standard	Meets Standard
		X

Standard 4: High Expectations for Student Success – Effective superintendents set high expectations for all students and cultivate the conditions for student learning.

Performance

4(a)   The superintendent implements coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the district, embody high expectations for student learning, align with academic standards, and provide a pathway to college and/or career.

4(b)   The superintendent aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels and schools to promote student academic success.

Standard 4 Sources of Evidence

- Candidate work / presentations on data and curriculum adoption
- Candidate work / presentation on Idaho Standards Achievement Test (ISAT) and Idaho Reading Indicator (IRI)
- Candidate work submission on mathematics unit and rationale
- EDUC 8673 Final project / CIP Plan

Standard 4 Analysis

Candidates have a solid understanding of setting high expectations for students. Evidence presented through portfolios indicates alignment to the performance standards.

Standard 4 High Expectations for Student Success	Does Not Meet Standard	Meets Standard
		X

Standard 5: High Expectations for Professional Practice – Effective superintendents develop the professional capacity and practice of school personnel to promote student success.

Performance

5(a)   The superintendent recruits, hires, supports, develops, and retains effective and caring educators and staff.

5(b)   The superintendent develops principals', teachers', and staff members' professional knowledge, skills, and practice.

5(c)   The superintendent delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of principals', teachers' and staff members' knowledge, skills, and practice.

5(d)   The superintendent empowers and motivates principals, teachers, and staff to the highest levels of professional practice (individually and collectively) for continuous learning and improvement.

5(e)   The superintendent develops workplace conditions for principals, teachers and other professional staff that promote effective professional development, practice, and student learning.

5(f)   The superintendent empowers and entrusts principals, teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.

5(g)   The superintendent establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives.

5(h)   The superintendent establishes mutual accountability among educators and other professional staff for each student's success and the effectiveness of the district as a whole.

5(i)   The superintendent supports open, productive, collaborative, trusting working relationships among principals, teachers, and staff to build professional capacity and improve practices.

5(j)   The superintendent designs and implements job-embedded and other opportunities for professional learning collaboratively with principals, teachers, and staff.

Standard 5 Sources of Evidence

- EDUC 8670 Labor relations
- EDUC 8678 Central office binder
- EDUC 8672: The superintendency: five responsibilities to standards

Standard 5 Analysis

The content and requirements shared evidence that superintendent candidates learn to develop the professional capacity and practice of school personnel to promote student success.

Standard 5 High Expectations for Professional Practice	Does Not Meet Standard	Meets Standard
		X

Standard 6: Advocacy and Communication – Effective superintendents engage with others in meaningful, reciprocal, and mutually beneficial ways to promote student success.

Performance

6(a)   The superintendent engages in regular and open two-way communication with families, the community, and other stakeholders about the district, students, needs, problems, and accomplishments.

6(b)   The superintendent creates means for the district community to partner with families to support student learning in and out of schools in the district.

6(c)   The superintendent advocates for education, the district and school, principals, teachers, parents, and students to engender district support and involvement.

6(d)   The superintendent works effectively in the political environment at district, local, and state levels.

6(e)   The superintendent builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.

Standard 6 Sources of Evidence

- EDUC 8687B Superintendent portfolio
- EDUC 8675 Newsletter examples
- EDUC 8674 School facilities assignment
- EDUC 8678 Portfolio, central binder

Standard 6 Analysis

Evidence for all indicators was sufficient to assure that superintendent candidates engage with others in meaningful, reciprocal, and mutually beneficial ways to promote student success.

Standard 6 Advocacy and Communication	Does Not Meet Standard	Meets Standard
		X

Standard 7: Operations and Management – Effective superintendents manage district operations and resources to promote system success.

Knowledge

7(a)   The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract law.

7(b)   The superintendent understands the responsibility and need for planning, maintaining, and budgeting for school facilities, personnel, technology, support services, and instructional programs.

7(c)   The superintendent understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

7(d)   The superintendent understands and helps the school district community understand local, state, and federal laws, rights, policies, and regulations to promote student success.

Performance

7(e)   The superintendent institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.

7(f)   The superintendent organizes time and delegates responsibilities to balance administrative/ managerial, educational, and community leadership priorities.

7(g)   The superintendent strategically manages human resources, assigning and scheduling staff to roles and responsibilities that optimize their professional capacity.

7(h)   The superintendent is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

7(i)   The superintendent develops and maintains data and communication systems for continuous improvement.

7(j)   The superintendent develops and administers systems for fair and equitable management of conflict among students, principals, teachers, staff, leaders, families, and community.

7(k)   The superintendent complies with local, state, and federal laws, rights, policies, and regulations to promote student success.

Standard 7 Sources of Evidence

- EDUC 8672 Compare and contrast leadership responsibilities
- EDUC 8678 Rubric/portfolio
- EDUC 7585 Administering human resources

Standard 7 Analysis

Evidence represented by course requirements demonstrate that superintendent candidates know and can manage district operations and resources to promote system success.

Standard 7 Operations and Management	Does Not Meet Standard	Meets Standard
		X

Standard 8: Continuous Improvement – Effective superintendents engage in a process of continuous improvement to ensure student success.

Knowledge

8(a)   The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

Performance

8(b)   The superintendent uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.

8(c)   The superintendent engages principals, teachers and stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous district and school improvement.

8(d)   The superintendent utilizes data to drive improvement.

8(e)   The superintendent adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.

8(f)   The superintendent manages change – uncertainty, risks, competing initiatives, and politics.

8(g)   The superintendent ensures that a clearly articulated district continuous improvement plan is implemented, monitored, evaluated, and revised.

Standard 8 Sources of Evidence

- EDUC 8672 Collaborative goal setting
- EDUC 8676 Special populations final project
- EDUC 8671 Education change, metamorphical model
- EDUC 8673 Final paper
- Candidate example of a district's continuous improvement plan
- Candidate example of a district's strategic plan

Standard 8 Analysis

The EPP provided sufficient evidence to assure that Standard 8 is met. Candidates shared examples of district's continuous improvement plan and strategic plan, indicating their understanding of engaging in a continuous process of improving student success.

Standard 8 Continuous Improvement	Does Not Meet Standard	Meets Standard
		X

Standard 9: Governance – Effective superintendents understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

Knowledge

- 9(a)   The superintendent understands and complies with applicable laws, statutes, and regulations.

- 9(b)   The superintendent understands the role of and effectively utilizes legal counsel.

- 9(c)   The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.

- 9(d)   The superintendent understands the roles and responsibilities of both the superintendent and the local governing board.

Performance

- 9(e)   The superintendent manages governance processes and internal/external politics toward achieving the district's mission and vision.

- 9(f)   The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

- 9(g)   The superintendent seeks and implements effective solutions that comply with local, state, and federal laws, rules, and policies.

- 9(h)   The superintendent ensures transparency by complying with the requirements of Idaho open meeting and public records laws.

- 9(i)   The superintendent develops and fosters a productive relationship with the local governing board.

- 9(j)   The superintendent advises the local governing board on legal, ethical, and current educational issues and provide/encourage ongoing professional development.

Standard 9 Sources of Evidence

- EDUC 8678 Portfolio/rubric
- EDUC 7584 Data driven decision making: A personal philosophy of leadership

- EDUC 8673 School finance final budget project

Standard 9 Analysis

Course syllabi and activities provide supporting evidence that superintendent candidates understand how to facilitate process and activities to establish and maintain an effective and efficient governance structure for school districts.

Standard 9 Governance	Does Not Meet Standard	Meets Standard
		X

Superintendent Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
9	0	9

Areas for Consideration

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Recommended Action on Idaho Standards for Superintendents

☒   Approved

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

☐   Not Approved

IDAHO STANDARDS FOR SPECIAL EDUCATION DIRECTORS

Standard 1: Mission, Vision, and Beliefs - Effective special education directors develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Knowledge

1(a)   The special education director understands the importance of the district's mission and vision to promote academic success and well-being of all students.

1(b)   The special education director understands the beliefs of the teaching profession that promote high-expectation and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.

1(c)   The special education director understands the importance of leading with the district's mission, vision and beliefs.

Performance

1(d)   The special education director evaluates and assesses the mission of the district to ensure it promotes the academic success and well-being of all students.

1(e)   The special education director, in collaboration with members of the district and the community, use relevant data to develop and promote a vision for the district on the successful learning and development of all children and on instructional and organizational practices that promote such success.

1(f)   The special education director articulates, advocates, and cultivates beliefs that define the district's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.

1(g)   The special education director reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs and situations of all students.

1(h)   The special education director develops shared understanding of and commitment to the mission, vision, and beliefs within the district and the community.

1(i)   The special education director models and pursues the district's mission, vision, and beliefs in all aspects of leadership.

Standard 1 Sources of Evidence

- EDUC 7595 Goal setting
- EDUC 7596 Individualized Education Plan (IEP) portfolio
- EDUC 7584 Data driven decision making assignment

Standard 1 Analysis

Course syllabi and activities evidence the director of special education candidates' ability to develop, advocate, and enact a shared mission, vision, and beliefs for a high-quality education and academic success for all students.

Standard 1 Mission, Vision, and Beliefs	Does Not Meet Standard	Meets Standard
		X

Standard 2: Ethics and Professional Norms - Effective special education directors act ethically and according to professional norms to promote all students' academic success and well-being.

Knowledge

2(a)   The special education director understands the Code of Ethics for Idaho Professional Educators and its importance to all student success and well-being.

Performance

2(b)   The special education director acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.

2(c)   The special education director places children at the center of education and accepts responsibility for all students' general and special education academic success and well-being.

2(d)   The special education director safeguards and promotes individual freedom and responsibility, equity, equal access, community, and diversity.

2(e)   The special education director provides direction for ethical and professional behavior among principals, teachers, and staff.

Standard 2 Sources of Evidence

- EDUC 7596III Leading with ethics paper
- EDUC 7585 Leadership style essay
- Brochure developed for IDEA, 504, and ADA differences
- EDUC 7595B Portfolio

Standard 2 Analysis

Evidence for foundational indicators in Standard 2 show that special education director candidates act ethically and according to professional norms to promote all students' academic success and well-being. The portfolio project, specifically, demonstrates that candidates can discern the role of the special education director from an administrator.

Standard 2 Ethics and Professional Norms	Does Not Meet Standard	Meets Standard
		X

Standard 3: Equity and Cultural Responsiveness – Special education directors strive for equity of educational opportunity and culturally responsive practices to promote all students' academic success and well-being.

Knowledge

3(a)   The special education director understands the importance of student's equitable access to effective teaching, equal opportunities for academic, social supports, and resources to be successful.

3(b)   The special education director understands leadership roles when addressing equity and cultural responsiveness to assure district policies and procedures are positive, fair, and unbiased.

Performance

3(c)   The special education director develops district policies to address student misconduct in a positive, fair, and unbiased manner.

3(d)   The special education director monitors and addresses institutional biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.

3(e)   The special education director address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 3 Sources of Evidence

- EDUC 7585 Hiring
- EDUC 7551 Lesson plans
- EDUC 7579 Design brochure to describe 504, Special Education, and ADA

Standard 3 Analysis

Sufficient evidence demonstrates that special education director candidates know and can strive for the equity of educational opportunity and model culturally responsive practices to promote all students' academic success and well-being.

Standard 3 Equity and Cultural Responsiveness	Does Not Meet Standard	Meets Standard
		X

Standard 4: Curriculum, Instruction, and Assessment - Special education directors develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote all students' academic success and well-being.

Knowledge

4(a)   The special education director understands the multi-tiered level of support system of curriculum, instruction, assessment, and technology that embodies high expectation for all students' learning, which is aligned with academic and behavior standards, and is culturally responsive.

4(b)   The special education director understands child learning and development, effective teaching, and data utilization to increase student academic success.

4(c)   The special education director understands the importance of assessment and the different types of assessment that drive instruction.

Performance

4(d)   The special education director aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels, including post-secondary outcomes, to promote all students' academic and career success.

4(e)   The special education director promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of all students.

4(f)   The special education director ensures instructional practice that is intellectually challenging, authentic to all student experiences, recognizes student strengths, and is differentiated and personalized.

Standard 4 Sources of Evidence

- Special education project
- MDT notes taken by candidate
- IEP eligibility report complete by candidate
- Data source essay response
- IEP written by candidate
- Candidate interview with a seasoned special education teacher on transitioning students
- District supervision plan

Standard 4 Analysis

There is sufficient evidence to show special education director candidates develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote all students' academic success and well-being. Artifacts demonstrate that candidates have opportunities to learn from special education directors in the field, EPP faculty, and theory within the course work.

Standard 4 Curriculum, Instruction, and Assessment	Does Not Meet Standard	Meets Standard
		X

Standard 5: Community of Care and Support for Students - Special education directors cultivate an inclusive, caring, and supportive district community that promotes the academic success and well-being of all students.

Knowledge

5(a) The special education director knows how to create a safe, caring, and healthy district environment that includes all students as members of the district's community that promotes positive learning environments.

5(b) The special education director knows how to create an environment of strong engagement and positive conduct to meet the learning needs of all students.

Performance

5(c) The special education director promotes adult-student, peer-peer, school, and district-community relationships that value and support academic learning and positive social and emotional development.

5(d) The special education director infuses the district's learning environment with the cultures and languages of the district's community.

Standard 5 Sources of Evidence

- EDUC 7595 Special education director portfolio
- EDUC7579 Special education law readings
- EDUC 7551 learning process

Standard 5 Analysis

The portfolio, readings, and related assignments assist special ed directors to cultivate an inclusive, caring, and supportive district community that promotes the academic success and well-being of all students.

Standard 5 Community of Care and Support for Students	Does Not Meet Standard	Meets Standard
		X

Standard 6: Professional Capacity of District and School Personnel - Special education directors develop the professional capacity and practice of district personnel to promote each student's academic success and well-being.

Knowledge

6(a)   The special education director understands educational employment trends and how they impact the district's ability to recruit, hire, support, develop, and retain effective and caring teachers and other professional staff.

6(b)   The special education director knows the importance of on-going professional development to ensure opportunities for personal learning and growth, self-reflection, study, and improvement, maintaining a healthy work-life balance.

Performance

6(c)   The special education director fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

6(d)   The special education director develops the capacity, opportunities, and support for special education teacher leadership and leadership from other members of the district community.

6(e)   The special education director promotes the personal and professional health, well-being, and work-life balance of special education staff.

Standard 6 Sources of Evidence

- EDUC 7579 Special education law module 1
- EDUC 7579 Module 3
- EDUC 7598 Syllabus
- EDUC 7579 Final paper

Standard 6 Analysis

There is sufficient evidence to show the knowledge and performance indicators for this standard have been met. Candidates engage with their colleagues through discussion boards to problem solve and think forward. Additionally, the candidates connect with practitioners in the field to develop the professional capacity and practice of district personnel to promote each student's academic success and well-being.

Standard 6 Professional Capacity of District and School Personnel	Does Not Meet Standard	Meets Standard
		X

Standard 7: Professional Community for Teachers - Special education directors foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Knowledge

7(a)   The special education director understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust

and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

7(b)   The special education director knows how to promote mutual accountability between special and general education to facilitate all students' educational success pursuant to the mission, vision, and beliefs of the district.

Performance

7(c)   The special education director develops workplace conditions for special and general education staff that promote effective professional development, practice, and student learning.

7(d)   The special education director empowers and entrusts special and general education staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.

7(e)   The special education director promotes mutual accountability among special and general education staff for each student's success and the effectiveness of the district as a whole.

7(f)   The special education director develops and supports open, productive, caring, and trusting working relationships among district and school leaders, teachers, and staff to promote professional capacity and the improvement of practice.

7(g)   The special education director designs and implements job-embedded and other opportunities for professional learning collaboratively with district and school staff.

7(h)   The special education director encourages special and general education staff-initiated improvement of programs and practices.

Standard 7 Sources of Evidence

- EDUC7295 IEP notes
- EDUC 7598 Syllabus
- EDUC w7595 "What Great Principals Do Differently" article

Standard 7 Analysis

IEP notes, syllabi, and candidate work provide evidence that special education director candidates foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 7 Professional Community for Teachers	Does Not Meet Standard	Meets Standard
		X

Standard 8: Meaningful Engagement of Families and Community – Special education directors engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Knowledge

8(a)   The special education director understands how to facilitate open effective communication with families and communities to promote student learning and achievements.

8(b)   The special education director understands how to motivate and engage families and communities as partners in increasing student growth, as measured by post-secondary success.

Performance

8(c)   The special education director is approachable, accessible, and welcoming to families and members of the community.

8(d)   The special education director creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of all students.

8(e)   The special education director engages in regular and open two-way communication with families and the community about the district, schools, students, needs, problems, and accomplishments.

8(f)   The special education director creates means for the district community to partner with families to support student learning in and out of district.

8(g)   The special education director understands, values, and employs the community's cultural, social, and intellectual resources to promote student learning and district improvement.

8(h)   The special education director develops and provides the district as a resource for families and the community.

8(i)   The special education director advocates for the district, the importance of education and student needs, priorities to families, and the community.

8(j)   The special education director advocates publicly for the needs and priorities of students, families, and the community.

8(k)   The special education director builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.

Standard 8 Sources of Evidence

- EDUC 8676 Family engagement
- Special education project paper
- PTA reflection
- EDUC 8675 Public relations

- EDUC 7566 Values in education final project/rubric
- Over-identification of certain populations paper
- Superintendent project
- Due process hearing

Standard 8 Analysis

Syllabi, activities in class, required readings, and final projects are evidence that this standard has been sufficiently met. Candidates for the special education director have opportunities to learn about IEPs, due process, over-identification, providing resources to families, and using data for instructional needs. Evidence for these foundational indicators show that special education director candidates know how and can engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 8 **Meaningful Engagement of Families and Community**	**Does Not Meet Standard**	**Meets Standard**
		X

Standard 9: Operations and Management – Special education directors manage district operations and resources to promote all students' academic success and well-being.

Knowledge

9(a)   The special education director knows sources of funding (e.g., IDEA, General Funds, Medicaid) and how to create and implement budgetary systems aligned with the district's mission and vision.

9(b)   The special education director knows how to allocate and account for district's monetary and non-monetary resources to assure each student's needs are met.

Performance

9(c)   The special education director institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.

9(d)   The special education director strategically manages staff resources, assigning and scheduling special education staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

9(e)   The special education director is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

9(f)   The special education director develops and maintains data and communication systems to deliver actionable information for classroom, school, and district improvement.

9(g)   The special education director knows, complies with, and helps the district community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9(h)   The special education director develops and administers systems for fair and equitable management of conflict among students, school and district staff, leaders, families, and community.

9(i)   The special education director manages governance processes and internal and external politics toward achieving the district's mission and vision.

Standard 9 Sources of Evidence

- EDUC 7598 Special education director syllabus
- EDUC 8678 Rubric/portfolio
- EDUC 7585 Administering human resources syllabus

Standard 9 Analysis

Evidence indicates that special education director candidates know how and can manage district operations and resources to promote all students' academic success and well-being.

Standard 9 Operations and Management	Does Not Meet Standard	Meets Standard
		X

Standard 10: Continuous School and District Improvement - Special education directors act as agents of continuous school and district improvement to promote each student's academic success and well-being.

Knowledge

10(a) The special education director understands continuous improvement to engage in evidence based planning, implementation, and educational trends to improve outcomes for all students.

10(b) The special education director knows how to make schools within the district more effective for all students, teachers, staff, families, and the community.

Performance

10(c) The special education director uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.

10(d) The special education director assesses and develops the capacity of staff to gauge the value and applicability of emerging special education trends and the findings of research for the district and its improvement.

10(e)   The special education director adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.

10(f)   The special education director manages uncertainty, risk, competing initiatives, and the politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

Standard 10 Sources of Evidence

- Special education project
- Superintendent project
- PLC book review
- Distance learning plan for IEP students
- Notes from attending a special education conference, and Council of Administrators of Special Education (CASE)

Standard 10 Analysis

The EPP has provided sufficient evidence to show the knowledge and performance indicators have been met for this standard. Candidates firmly comprehend the indicators as evidenced by projects, PLC book reviews, and notes from conference attendance. The candidates demonstrate they are aware of how to support staff and families to meet the needs of students with special needs, and that as agents of continuous school and district improvement can promote each student's academic success and well-being.

Standard 10 Continuous School and District Improvement	Does Not Meet Standard	Meets Standard
		X

Special Education Director Standards Summary

Total Number of Standards	Does Not Meet Standard	Meets Standard
10	0	10

Areas for Consideration

-
-
-

Recommended Action on Idaho Standards for Special Education Directors

☒   Approved

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

☐   Not Approved