

IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT
TEACH FOR AMERICA
DECEMBER 8-10, 2019

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INTRODUCTION

Teach For America (TFA) was founded in 1990 on the belief in the potential of all children and their right to an excellent education. The non-profit organization aims to accomplish this by recruiting and selecting college graduates from around the United States to serve as teachers. Through a rigorous recruiting and selection process, selected candidates commit to teach for two years in a low-income community. Teach For America-Idaho (TFA-Idaho) is one of 52 regions across the country and has been operating since the 2015-2016 school year.

Once candidates have been accepted to TFA, they are required to apply and interview for specific teaching positions in partnership schools and/or districts. TFA-Idaho has partnered with 11 districts or charter schools in the Treasure Valley.

Prior to their first day teaching, candidates receive over three months of preparation, training, and support including passing the content area Praxis exam and completing background checks. During this time, candidates learn the fundamentals of rigorous, culturally responsive pedagogy and classroom management in their content area. Candidates begin to lead their own classrooms during this summer training in place of student teaching. In addition, candidates focus on the uniqueness of their students by spending time with parents and local leaders in the communities in which they will teach.

During their two years in the classroom, candidates receive leadership development coaching from TFA-Idaho regional staff and ongoing professional development opportunities. They also have support from their schools and district, and take classes through Boise State University, a university partner.

In Idaho, TFA candidates have a prescribed path to completion, which requires several distinct parts that build on a route to certification. Once candidates obtain employment with a district, they begin to complete the State of Idaho Interim Certificate requirements which may include completion of the following: two-year Idaho State Board Mentor Program, one year of clinical experience with TFA (implemented 2017), Mathematical Thinking for Instruction (MTI) and Idaho Comprehensive Literacy Course (ICLC), mentor/evaluator checklist, Impact on Student Learning project, review of literature, and portfolio. Once the candidate has completed all requirements, the Idaho Interim Certificate converts into a five-year renewable certificate. At this point, the candidate is then considered a completer.

The purpose of the review was to determine if sufficient evidence was presented indicating that candidates enrolled in the TFA-Idaho educator preparation program (EPP) meet state standards for initial certification. A ten-member state program approval team, accompanied by two (2) state facilitators, conducted the review. The standards used to validate the Institutional Report were the State Board of Education-approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board-approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards and individual program foundation and enhancement standards were reviewed.

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: candidate lesson plans, observation/evaluation forms, course syllabi from Summer Institute and New Teacher Network classes. Observations of candidates teaching through an elementary and middle school site visits were also included. In addition to this documentation, team members conducted interviews with candidates, TFA-Idaho supervisors, building administrators, and TFA representatives.

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

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

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
Idaho Core Teaching Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements – Pre-Service Technology Standards	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
State Specific Requirements – Idaho Standards for Model Preservice Student Teaching Experience	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Computer Science Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Elementary Education Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for English Language Arts Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Exceptional Child Generalists	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Mathematics Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Foundation Standards for Science Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Biology Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Chemistry Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Earth and Space Science Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	

Standards/Program	Recommendation	Notes
Idaho Standards for Physics Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Foundation Standards for Social Studies Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
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Idaho Standards for American Government/Political Science Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for History Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	

STATE PROGRAM APPROVAL RUBRICS

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

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

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

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

IDAHO CORE TEACHING STANDARDS

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

Knowledge

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

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

1.1 Analysis – Evidence includes student work and student data analysis protocols which affirm candidates' knowledge of determining readiness for learning and making instructional decisions (1a, 1b, 1c). Additionally, all candidates are trained using "Culturally Relevant Pedagogy" providing evidence of a basis for understanding the role of language and culture in learning (1d). The training received on Universal Design for Learning is a solid foundation to understand how to choose instructional strategies that promote student learning for all types of learners (1b).

Sources of Evidence

- Student work analysis and student data protocols
- Culturally Relevant Pedagogy
- Universal Design for Learning

Performance

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

- 1(f) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1(g) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

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

1.2 Analysis – Candidate interviews, artifacts and records of learning indicate a culture of assessment. This includes the use of varied assessments and designing instruction based on assessment data to best meet learner needs (1e, 1f). Principals indicated strong community and parental involvement by their candidates (1g).

Sources of Evidence

- Candidate interviews
- Principal interviews
- Math. Domain 2d artifact demonstrates the creation of developmentally appropriate learning activities
- Records of Learning from multiple candidates address student achievement data and efforts to meet learners' needs

Disposition

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

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

1.3 Analysis – Evidence was found through module frameworks and lesson plans that candidates are groomed with a mindset to respect learner differences and design instruction to meet

learner’s growth and development (1h, 1i, 1j). Candidates are expected to engage with families and colleagues evidenced through the “Learning Cycle” (1k).

Sources of Evidence

- Module frameworks and candidate interviews suggest candidates are directed toward tendencies to respect for learners’ differences
- “Learning Cycle,” candidate and principal interviews indicate commitment of candidates to engage with families and colleagues
- Lesson plan examples address learner variability

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

Knowledge

- 2(a) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.
- 2(b) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2(c) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- 2(d) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- 2(e) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

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

2.1 Analysis – Required modules and sessions provide examples of relevant content through which candidates gain an understanding of learner differences, exceptional needs, and second language acquisition (2a, 2b, 2c, 2d, 2e). Candidate interviews reinforced evidence of this understanding is reinforced through coaching.

Sources of Evidence

- UDL framework

- Intro to Special Education – 90-minute session but a light overview
- ELL – not seeing SIOP in lesson plan as noted
- Culturally Relevant Pedagogy Overview

Performance

- 2(f) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- 2(g) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- 2(h) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(i) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.
- 2(j) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 2(k) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

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

2.2 Analysis – Lesson plan examples and various training documents from Institute include the designing of instruction to build on learners’ prior knowledge and adapt for learner differences (2f, 2g, 2h). American Dream assignment presented by candidate is representative of bringing in student perspectives which are culturally relevant (2i). Candidate interviewees referenced TFA’s propensity to provide access to resources, supports, and specialized assistance, particularly through the coaching process (2k). Evidence for 2j was less apparent.

Sources of Evidence

- Lesson plans
- American Dream assignment artifact
- Candidate interviews

Disposition

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

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

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

2.3 Analysis – Evidence of high standards for all students (2l) was obtained largely through candidate interviews. Documentation of content at institute indicates a systematic baseline of content offered to all candidates related to learners as individuals, diversity, and high standards for all (2l, 2m, 2o). Relevant documents include “Student Indicators and Broader Outcomes” and “Culturally Relevant Pedagogy and Vision for Content” (2n). “Linguistically Responsive Teaching” demonstrates program efforts to help candidates integrate diverse languages and dialects as an asset rather than a burden (2o).

Sources of Evidence

- “Student Indicators and Broader Outcomes” document
- “Culturally Relevant Pedagogy & Vision for Content” and “Linguistically Responsive Teaching” documents
- “Linguistically Responsive Teaching”
- Candidate interviews

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

Knowledge

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

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

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

3.1 Analysis – Candidate artifact of tracking student progress, Instructional activities document, and candidate interviews all provide evidence that candidates know how to design learning experiences using strategies (with technology as appropriate) that promote ownership of learning, collaboration, and the impact of learner diversity (3a, 3b, 3d, 3e). The Learning environment class plan establishes how candidates establish a productive learning environment (3c).

Sources of Evidence

- Candidate artifact of tracking student progress (special education)
- Instructional Activities
- Learning Environment Class Plan Guidance
- Candidate interviews

Performance

- 3(f) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(g) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(h) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3(i) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(j) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(k) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(l) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(m) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

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

3.2 Analysis – Danielson evaluation data indicates effective or higher ratings on all components of domains 2 and 3 (3g, 3i, 3j, 3k). Additionally, the Learning Environment Practice reveals systematic effort to address management of classroom procedures (3i). Interviewees referenced the culture of technology use and integration into practices. This is further demonstrated in the districts in which candidates are placed, as TFA endeavors to partner with those inclined toward technology integration (3l). Parent input forms, behavior intervention plans, student interest surveys demonstrated propensities toward collaboration and use of technology (3f, 3h, 3m).

Sources of Evidence

- Learning environment practice
- Candidate interviews
- Danielson evaluation data

Disposition

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

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

3.3 Analysis – Candidate and principal interviews indicated the strong relationship between candidates and coaches. Through TFA protocols, candidates are expected to articulate how they will manipulate the learning environment such that learning is positively affected, considering factors such as teacher actions and mindsets, environmental changes, and actions being taken already that will impact learning (3n). Coaches also focus on the development of relationships between candidate and student and support candidates in the development of a plan to that end

(3o). “Learning Environment Core Practice Primer” addresses supporting learners through the development of a strong learning environment (3p, 3q). Teacher observations demonstrated pervasive tendencies toward thoughtful and responsive listening and observing (3r).

Sources of Evidence

- Candidate interviews
- Principal interviews
- “Learning Environment Core Practice Primer”
- Candidate observation

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

Knowledge

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

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

4.1 Analysis – Content knowledge is evidenced through passing the specific content Praxis exam (4a). Candidates have all taken a BSU course in pedagogy and lesson development. The syllabus includes content standards and learning progressions, using the K-12 standards specific to the discipline of each candidate (4e). Multiple candidate artifacts (context statements, lesson plans, Danielson goals) include accurate use of academic language in the discipline and reference to student misconceptions being addressed in planning (4b, 4c). The candidates have been trained through DEI to prepare lessons through a lens of diversity (4d).

Sources of Evidence

- Praxis exam – all candidates have passed
- BSU course syllabus includes content standards and learning progressions

- Diversity, Equity, and Inclusion (DEI)
- Candidate artifacts including lesson plans and Danielson goals

Performance

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

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

4.2 Analysis – Candidate interviews indicate previous content knowledge experience was sufficient for their current role, conferences attended enhance knowledge, and TFA supports Praxis preparation allowing them to effectively communicate the key ideas of their content to students (4f, 4g, 4h, 4i). Institute addresses potential student misconceptions. “My Favorite No” video - specific to recognizing potential misconceptions (4j, 4k). Candidate interviews and lesson plans included academic-language-rich activities (4m), providing multiple opportunities for students to interact with the language in their content. Evidence for 4l and 4n was less apparent.

Sources of Evidence

- Candidate interviews indicated Institute addresses potential student misconceptions
- Candidate interviews indicated confidence in content knowledge

- Candidate lesson plans included academic-language-rich activities

Disposition

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

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

4.3 Analysis – Candidate interviews provided clear evidence of cultural considerations relative to instruction and a strong commitment to individual learning in their discipline (4p, q, r). Institute focuses on innate bias supports and develops candidates' understanding of potential for allowing said bias to affect instruction. Institute activity requires candidates to look at the demographics of the specific school in which they're placed (4o). Also, there's an orientation in the region, where candidates are provided insight into the local context.

Sources of Evidence

- Interviews provided clear evidence of cultural considerations relative to instruction
- Institute focus on innate bias
- Institute activity to look at the demographics of the specific school in which they're placed

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

Knowledge

- 5(a) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5(b) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

- 5(c) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 5(d) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(e) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(f) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- 5(g) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(h) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

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

5.1 Analysis – Evidence includes the syllabus from the BSU course all candidates take. It addresses ways of knowing a discipline and the strengths and limitations of models (5a). The Understanding My Curriculum document addresses engagement and communication modes and the Instructional Activities document is used as a tool in writing lessons and contains multiple strategies which require students to engage in original work (5e, 5f, 5g). Candidate interviewees indicated they felt equipped to access and use digital and interactive technologies to achieve learning goals (5c, 5d, 5h). The connection of themes across content areas (interdisciplinary) is a potential opportunity for further development of candidates (5b).

Sources of Evidence

- BSU course syllabus
- Understanding My Curriculum document
- Instructional Activities document
- Candidate interviews

Performance

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

- 5(k) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(l) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- 5(m) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- 5(n) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(o) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5(p) The teacher develops and implements supports for learner literacy development across content areas.

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

5.2 Analysis – Candidate interviews demonstrated the value of the mentor teacher (MTLD) in the development of capacities to deliver instruction specific to the content (5i, 5o). Idaho MTI and ICLC requirements encourage interdisciplinary instruction, which is further supported in subsequent efforts with TFA-Idaho (5m, 5p). Relationships with other teachers are encouraged by TFA-Idaho to catalyze potential interdisciplinary instruction (5p). Candidates were observed engaging learners in real-world application of concepts covered (5j, 5k, 5l), and generating/evaluating new ideas (5n).

Sources of Evidence

- Candidate interview
- Completer interview
- Principal interview
- Classroom observation

Disposition

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

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

5.3 Analysis – Interviews with principals underscore the value TFA candidates and alumni place on the use of flexible learning environments (5s). Candidate and principal interviews demonstrated tendencies toward collaboration with teachers outside of candidates’ own content areas (5r). The use of content knowledge as a lens to local and global issues is an opportunity for growth for TFA-Idaho. Evidence relative to candidates’ and completers’ use of disciplinary knowledge as a lens to address local and global issues was not found (5q).

Sources of Evidence

- Candidate Interview
- Institute and ongoing TFA expectations for developing literacy capacity in the content area
- Principal interviews

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

Knowledge

- 6(a) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(b) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(c) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(d) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(e) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(f) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(g) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

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

6.1 Analysis – TFA-Idaho training, following Institute, provides development specific to the formative and summative assessment of content (6a, 6b, 6g). The program’s focus on formative assessment as the primary vehicle to provide feedback to learners (rather than summative) is regularly addressed during Leadership Advance opportunities (6e, 6g). Evidence provided relative to tracking student assessments demonstrates continuous monitoring of student learning and adjustment of instruction as a result (6c, 6d, 6f).

Sources of Evidence

- Candidate interview
- Completer interview
- Principal interview
- Student assessment analysis

Performance

- 6(h) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(i) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(j) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.
- 6(k) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(l) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(m) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(n) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.
- 6(o) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- 6(p) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

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

6.2 Analysis – Candidate interviews demonstrated the program’s tendency toward helping candidates understand and employ high quality feedback (6h, 6k, 6l, 6m). Candidate context statements include rubrics developed with alignment to standards (6i, 6n). Assessment criteria incorporated multiple representation options including through the use of technology (6j, 6n, 6o, 6p). A candidate sample of modified assessment demonstrated how candidates are coached regarding appropriate accommodations especially for students with disabilities (6o).

Sources of Evidence

- Candidate interviews
- Candidate context statement
- Candidate sample of modified assessment

Disposition

- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

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

6.3 Analysis – Candidates expressed during their interview a commitment to alignment of assessment to objectives and instruction (6q, 6r). An example of data analysis from an English teacher provided clarity on candidates’ expectations for employment of assessment results in a commitment to engage learners in that process (6q, 6r, 6s, 6t, 6u). Candidates and completers

also expressed tendencies toward regular patterns of providing timely feedback to students and use of various assessments to identify strengths and growth opportunities (6v).

Sources of Evidence

- English teacher example of system to analyze assessment results
- Candidates interview
- Completer interview

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

Knowledge

- 7(a) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(b) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(c) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(d) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(e) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7(f) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(g) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations, community members).

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – The “Understanding your Curriculum” document demonstrates development of understanding relative to the organization of learning experiences around content standards (7a, 7e). Modules related to learner variability address individual learners’ strengths and needs. (7d, 7e, 7f). Support of linguistically diverse students is addressed in a module, the impacts of which were confirmed during interviews with candidates (7e, 7f). Lesson adjustment based on

assessment information (7f) and discovery of resources (7g) is addressed in the overview of lesson planning at Institute. Systematic revisiting of this concept is not evident, however, beyond the Institute. Cross-curricular instruction (7b) and learning/developmental theory (7c) do not appear to be a focus of candidates' preparation and could be a valuable next step in the evolution of the TFA-Idaho program.

Sources of Evidence

- “Understanding your Curriculum” document
- Candidate interview
- Mentor interview

Performance

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

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

7.2 Analysis – Institute activities include expectations to plan student learning goals, including formative and summative assessment strategies for measurement of progress toward those goals (7i, 7k, 7 m). “Culture of Achievement Plan” evidence demonstrates TFA-Idaho’s actions taken toward supporting candidates in creating a classroom with efficient procedures designed to foster student learning (7j). Candidate interviewees were able to clearly articulate their planning process which was student centered, standards driven, and collaborative (7h, 7j, 7l).

Sources of Evidence

- Completer interview

- “Culture of Achievement Plan”
- Candidate interviews

Disposition

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

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

7.3 Analysis – Candidate interviews revealed a commitment to teaching with culturally relevant pedagogy and indicated TFA supports development to that end in their two years with the interim certificate (7n). An example of a 6th grade math teacher adjusting plans is described in the documentation, demonstrating candidates’ tendencies toward adjustment and revision based on learner needs in the short and long term (7p, 7q). Some candidates and completers interviewed have regular collaborative planning sessions with colleagues in their school. They also reflected the ability to connect with other Corps members (7o).

Sources of Evidence

- An example of a 6th grade math candidate adjusting plans is described in the documentation
- Candidate interviews
- Completer interviews

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

Knowledge

- 8(a) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8(b) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- 8(c) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Various instructional activities are addressed in the “Instructional Activities and Methods” document, including think-pair-share, 3-act task lessons, guided inquiry, etc. (8b, c, d). Modules related to learner variability address differentiation and engagement of all learners (8c). Coaches are provided supplementary resources in support of candidates’ understanding of resources available, as demonstrated in the “Cohort Tool Kit..” (8e, f). It is not immediately clear how candidates apply learning theory to their practice (8a). They are clearly led to implement valuable strategies born of those theories, but the ability to apply them to other contexts within their current classroom may be an opportunity for growth.

Sources of Evidence

- “Instructional Activities and Methods” document
- Modules related to learner variability
- “Cohort Tool Kit”

Performance

- 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- 8(d) 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(e) 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(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

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

8.2 Analysis – The candidate context statement demonstrates multiple instructional and student engagement strategies to support students' communication and stimulate discussion (8g, 8j, 8k, 8n, 8o). The Culture of Achievement Plan demonstrates collaboration with learners to develop classroom procedures likely to result in sound instruction, student ownership of learning, and a varied role of the teacher in the learning process (8i, 8l, 8m). Evidence provided relative to tracking student assessment outcomes demonstrates continuous monitoring of student learning and adjustment of instruction as a result (8h).

Sources of Evidence

- Candidate context statement
- Culture of Achievement Plan
- Documents provided relative to candidates' tracking of student assessment outcomes

Disposition

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

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

8.3 Analysis – Candidates’ use of student survey data demonstrates flexibility and reciprocity in the teaching process (8s). Interviews of candidates yielded demonstration of responsiveness to formative assessment data and how they provide feedback to students (8p). One assignment is offered from an English teacher that indicates multiple options for assignment, however the systemic nature of that assignment (or such like it) is not confirmed (8q). Candidate interviewees indicated an ease of implementing new technologies and expressed that are pushed by TFA to consider alternate types of assessments (8r).

Sources of Evidence

- Use of student survey data indicates flexibility and reciprocity in the teaching process
- Candidate interviews
- English teacher assignment
- Candidate observation

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

Knowledge

- 9(a) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- 9(b) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9(c) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9(d) The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9(e) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

<i>Standard 9 Professional Learning and Ethical Practices</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>		X	

9.1 Analysis – Self-assessment occurs in the observation/debrief cycle, video reflections, and mid- and end-of-year reflections. This capacity is developed in partnership with the mentor during the two-year teaching experience (9a). Protocols for support of candidates in the analysis of student data are also included as evidence. Candidates work through activities designed to identify patterns in students’ learning, analyze against normed outcomes, and reflect on opportunities for students to strengthen understanding (9b). The “Culturally Relevant Pedagogy” document demonstrates the development of candidates’ capacities to help students identify the value of their own life experiences as assets to their learning (9c). Principal interviews supported the notion that candidates have adequate understanding of learners’ rights and teachers’ responsibilities (9d). Expectations for furtherance of candidate learning are evident through the development of goals on which they will work with their mentors (9e).

Sources of Evidence

- Observation/debrief cycle documents
- Video reflections, mid- and end-of-year reflections
- Protocols for support of candidates re: student data analysis
- “Culturally Relevant Pedagogy” document
- Professional goals, on which candidates collaborate with mentors
- Principal interviews

Performance

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

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

9.2 Analysis – Candidate Interviews indicated significant technology integration, capacities for which are initially developed during Institute (9i, 9k). Candidates and completers both referenced integration of the tenets of Universal Design for Learning as a hallmark of preparation at “Institute” (9f, 9g). During Leadership Advance weekend-long retreats (two-three times per year), candidates during their two-year commitment engage in ongoing learning opportunities toward the development of engaging learning experiences, including examination of potential personal biases. Program alumni, current candidates, and employers all cited these experiences as particularly impactful in candidates’ development as professional educators (9g, 9h, 9j).

Sources of Evidence

- Candidate Interviews
- Completer interviews
- Principal interviews

Disposition

- 9(a) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(b) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 9(c) 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(d) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

<i>Standard 9 Professional Learning and Ethical Practices</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.3 Disposition</i>		X	

9.3 Analysis – The Record of Learning documents a candidate’s improvement cycle and ongoing use of analysis and reflection to improve planning and practice (9n, 9m). Candidates indicated

through interviews their strong commitment to regular reflection and improvement of practice. (9l, 9m, 9n). Candidates also indicated through interviews, corroborated by principal interviews, a sincere desire to learn and grow “at every turn” (9l, 9m). Evidence of the program addressing professional standards and ethics was not discovered (9o).

Sources of Evidence

- Record of Learning documents
- Candidates indicated through interview their strong commitment to reflect and improve practice regularly
- Candidates interviews
- Principal interviews

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.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.1 Knowledge</i>		X	

10.1 Analysis – Evidence for the knowledge portion of Standard 10 is adequate to support the “acceptable” rating. The “Systems Change Leadership” component of the TFA-Idaho program supports candidates in understanding how they can effect change at the classroom level but also through analysis of systemic issues of educational inequity across multiple contexts (10a, 10b). Evidence is lacking in candidates demonstrating understanding of alignment of spheres of influence (10b), however evidence exists to demonstrate that candidates should be in communication with families, the implementation of which is corroborated through principal interviews. The cross-cutting leadership component addresses the teacher contributing to a

common culture in support of high expectations for student learning. This is evident in program aims, in references to disruption of individual in favor of collaborative leadership, and in “The Learning Cycle” document (10 c, 10d). Leadership tendencies became evident upon interaction with candidates, completers, employers, and coaches. This includes the leading of committees as second-year educators and strong and positive voices toward systems improvement in pursuit of student learning (10d). An opportunity to strengthen evidence is in “historically marginalized and disenfranchised communities.” The evidence doesn’t demonstrate support for candidates in understanding why those communities are marginalized and/or disenfranchised. It could be worthwhile to have candidates explore their local contexts in greater depth.

Sources of Evidence

- Systems Change Leadership document
- Principal Interview
- Program Aims
- “The Learning Cycle” document

Performance

- 10(e) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.
- 10(f) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10(g) The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10(h) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(i) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
- 10(j) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(k) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10(l) The teacher uses and generates meaningful research on education issues and policies.
- 10(m) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10(o) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – TFA-Idaho provides evidence supporting an “acceptable” rating relative to performance of professional responsibilities. This evidence includes professional development designed and implemented by candidates for colleagues in and out of special education, as discovered during a candidate interview (10e, 10f, 10g, 10h, 10n, 10o). Also pertinent to 10.2 were interviewees references to a culture of collaboration with other school professionals to support student learning and the meeting of diverse needs (10f, 10j). Finally, candidates, completers, and principals all articulated the value they find in the Leadership Advance retreat activities systemic in TFA-Idaho’s efforts to develop professional educators’ capacities and tendencies toward collaboration (10l, 10m). Evidence for 10i was not as apparent, though this is likely to be met through extensive efforts to engage families.

Sources of Evidence

- Candidate interview
- Principal interview
- Completer/candidate/principal interviews

Disposition

- 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(s) The teacher takes responsibility for contributing to and advancing the profession.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.3 Disposition		X	

10.3 Analysis – Evidence suggests TFA-Idaho candidates are meeting dispositional expectations for Standard 10. Candidates create a plan for how they will build key relationships with students and families (10q). Though no actual plan is found as evidence, this is substantiated through

interviews with current candidates, completers, and one employer. Additionally, candidates recently worked with district personnel to offer a special education training, thus advancing the profession (10r, 10m). Finally, a record of learning is found to support TFA-Idaho’s assertion that candidates embrace the challenges of continuous improvement (10t). Demonstration for 10p was not as evident as the above.

Sources of Evidence

- Plan for building relationships
- Special education training
- Record of Learning

Summary

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

Areas for Improvement

Opportunities for Enhancement

Capacity for support for ELLs - Candidates and completers indicated the bulk and most valuable element in their preparation and ongoing development toward supporting English language learners came from the schools in which they are placed. As TFA-Idaho has identified strong partnerships in the Treasure Valley with economies of scale to provide high-quality ELL support, opportunities are not as prevalent in the smaller, more rural schools in which future candidates are likely to be placed.

English language development for all learners - It would be worthwhile for TFA-Idaho staff to recognize that all students are English language learners, regardless of mono- or multi-lingual status (particularly for impoverished monolingual families) and provide preparation relative to helping all learners develop language capacities through development of sheltered instructional strategies.

Resource identification - Evidence demonstrated that coaches are instrumental in helping candidates identify and make use of resources in and beyond the school community. It was not apparent that this is a systemic expectation but rather a fortunate outcome from high-quality coaching.

Recommended Action on Idaho Core Teaching Standards

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

STATE SPECIFIC REQUIREMENTS

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

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

Standard 1 Analysis –EPP did not provide evidence to support assessment of the ISTE Standards throughout the TFA program. There was a lack of evidence on how the Candidates learn, understand and implement the ISTE standards throughout their teaching. Conversation with the building principals confirmed that the technology components are not a “must have” prior to working at the school. The principals indicated that Candidates are “tech savvy” and know how to use devices (i.e. iPads and Chromebooks). During classroom observations devices were seen in classrooms; one grade level had a few students typing a story on a Chromebook. Additionally, our interview with a program completer and TFA Coach, there was additional confirmation that technology is innate and only discussed as needed. Throughout the review there was evidence of technology tools that were collected and shared amongst the Candidates; however, there is lack of sufficient evidence to support any of the indicators. In the evidence portal for pre-service technology there was no evidence listed, only links to technology resources. Additionally, the evidence portal indicated that Candidates had the option, not mandatory, to attend an EdTech Session to learn more about the proper implementation of technology in the classroom. There is

no evidence provided regarding the use of knowledge of subject matter, teaching and learning, and technology to facilitate experiences for Standards 1a through 1d.

Sources of Evidence

- TFA Evidence Portal for Pre-Service Technology
- Interview with Building Principals
- Interview with Candidate Completer / Coach
- Classroom Observations

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

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

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

Standard 2 Analysis – Candidates, principal, and TFA Coach interviews during the review process revealed that technology is an area of weakness in preparation. Through reviews of the evidence portal in the different content areas there was technology items imbedded in different areas of evidence. For example, it was noted that Candidates utilize the Google Suite of tools, as well as other technology tools such as PowerPoint. The different evidence portals share a smattering of technology woven into lessons; but there is no evidence as to how the Candidates are taught or learn the process of technology as a tool and how to properly implement throughout their teaching. The interview with a Program Completer/TFA Coach explained further that technology is viewed as being innate, there is no explicit approach to pedagogy for, and of, technology. The interviewee mentioned that if technology is utilized in a lesson, during Institute, there may be discussion; but there is no intentional learning in this pre-service requirement area. While talking with the principals, it was noted that the school utilizes data to ensure active data monitoring of students in order to provide the individualized instruction each student needs. The Candidates do obtain data driven instruction through the Institute as well as Leadership Trainings. This is a

positive as it translates well to classroom practices. There is a lack of evidence provided regarding the development of digital learning experiences for Standards 2a through 2c. There was sufficient evidence for 2d in which Candidates are provided with data driven decision-making skills throughout their Institute and subsequent Leadership trainings.

Sources of Evidence

- Interview with Candidate Completer / Coach
- Interview with Building Principals
- TFA Evidence Portal for Pre-Service Technology
- Classroom Observations

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

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

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

Standard 3 Analysis – The EPP is a program that fully engages the Candidates in a cohort setting from the time they are chosen for TFA. Much of the program work is done face-to-face in the cohort setting through Institute and regional training. Candidates are learning with and alongside each other. In reviewing the evidence and documentation provided there was reference to technology, but there was no alignment found between the required course work and the Pre-Service Technology Standards as required by Idaho. The interviews indicated that technology is not a priority throughout the program. The comment was made that the Candidates use their innate ability for the technology tools they have either seen or know to imbed and integrate in their teaching, as many are considered “Digital Natives”. These innate abilities need to be the bridge that helps transfer the knowledge between the known and the unknown; creating innovative lessons for their students through the use of technology as a tool. The programs mentioned and /or seen in the evidence are not all 21st Century learning tools. There were many suggestions on the documents, “Sophie’s Cohort Tool Kit” and “Tech Tools for Engagement”, of which have great viability if the Candidates were shown and provided examples of how to use effectively. In reviewing lesson plans there was also a lack of technology built purposely into their planning. When interviewing the building principals, they also had a belief that technology was “innate” and teachers would come prepared. When directly asked about professional development it was stated at least twice that the principal is unable to speak to the professional

development provided by either TFA or the school that directly relates to technology. However, the principals knew that technology was utilized throughout the building. Regardless that technology was seen in use throughout the building observations and discussed in interviews, there was a lack of data for this Standard to demonstrate fluency in any of the listed learning targets. There was insufficient evidence for the Pre-Service technology standards provided regarding the modeling of digital age work and learning for Standards 3a through 3d.

Sources of Evidence

- Interview with Candidate Completer / Coach
- Evidence Portal
- Lesson Plans
- Interview with Building Principals

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

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

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

Standard 4 Analysis – Two different documents, “Sophie’s Cohort Tool Kit” and “Tech Tools for Engagement” were in the evidence portal for Pre-Service Technology. These documents were a compilation of different technology resources that have been collected by either students or shared as a resource that was assembled from a technology book source. The resources shared were valuable, but there was no alignment for the Candidates to know when and how to utilize the resources. The standards articulate that the Pre-Service Teacher, a.k.a. Candidates, need to be able to promote and model digital citizenship responsibly. There was one artifact in the evidence portal that showed a Candidate utilizing Class Dojo; as well as Class Dojo was seen during classroom observations; this meets the promotion and modeling of digital etiquette and responsible social interactions; but there was no evidence of how this type of information is shared among the Candidates throughout their learning, as defined in the Pre-Service Technology standards. During the interview with a program completer it was indicated that there was no intentional or explicit learning that is associated with technology or ISTE Standards. There was

evidence, in the form of worksheets shared, that Candidates are teaching digital citizenship; but there was no evidence aligned to how they were taught to implement digital citizenship. There was insufficient evidence provided for the promotion and modeling of digital citizenship and responsibility for Standards 4a through 4d as defined by the Pre-Service Technology Standards for Idaho.

Sources of Evidence

- Pre-Service Technology Evidence Portal
- Sophie’s Cohort Tool Kit
- Tech Tools for Engagement
- Interview Candidate Completer/ Coach
- Observations
- Lesson Plans

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	Unacceptable	Acceptable	Exemplary
Engage in professional growth and leadership	X		

Standard 5 Analysis – There was lack of sufficient evidence to demonstrate the candidate’s ability to engage with the Pre-Service Technology Standard. Throughout the review it was apparent that technology isn’t standalone with regards to the TFA program but woven throughout different components. In the opening from TFA Representatives, it was noted that the Candidates are provided Leadership Development through different mechanisms throughout their tenure as a Candidate; but nothing that is directly related to technology and how these tools would provide an impact on leadership abilities. However, information is provided through informal means for the Candidates to digest; but the real technology learning may be learned during their first year in the classroom. During the interview with a program completer, he indicated that there is not any intentional technology learning, conversations or curriculum. He indicated that informally

there may be mentions of technology tools; but nothing purposeful. The concerning information learned was that he felt technology was innate; however, the tools mentioned were not necessarily innovative or tied to student learning and growth. This sentiment was reiterated with the principal interviews; there is a feeling that the newer teachers joining education come prepared with technology as “an innate ability.” Finally, our interview with the Managing Director on Teacher Prep also confirmed that technology standards are not intentionally taught. There was insufficient evidence provided to show how Candidates engage in professional growth and leadership to demonstrate the effective use of digital tools and resources for Standards 5(a) through 5(d).

Sources of Evidence

- Evidence Portal
- Interview with Program Completer
- Interview with Summer Institute Manager
- Interview with Principals
- Observations

Summary

EPP provided minimal evidence in support of the Pre-Service Technology Standards; however, there was insufficient evidence to indicate an acceptable rating. It is important to remember that the review was looking at the Pre-Service Technology standards and how the Candidates are prepared against the standards. The EPP relies on innate abilities of the Candidates and the local school districts / partnerships to learn technology applications. The current program has multiple components: Institute, Regional Trainings and Leadership Trainings; however, for the purposes of evaluating this program as an alternative authorization pathway, the data from the Candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given Candidate. In order to review and understand the TFA program fully with the artifacts the following items would need to be provided:

- Provide an alignment to the ISTE Technology Standards and the TFA Program
- Interviews from additional Candidates
- Alignment for technology standards and how / when Candidates gain the knowledge to design, implement and assess learning through technology tools
- Technology performance indicators
- Authentic performance artifacts aligned to technology standards (ISTE)
- Observations and lesson plans specific to technology utilization
- Lesson Plans that indicate the implementation and use of technology for 21st Century Learning skills
- Integration of ISTE Standards woven throughout the TFA pedagogy courses, not only for the candidate but how to also integrate with their students

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Standard	5	5		

Areas for Improvement

- Candidates in the EPP program would benefit from authentic performance practice of technology integration and utilization throughout their coursework.
- The EPP would benefit from the development of an alignment for the Pre-Service Technology Standards to indicators for the standards, including the ISTE Standards.
- Shared lesson plans that specifically highlight the use of technology for student learning and connecting with parents and stakeholders.
- Discussion and reflection during cohort meetings throughout Institute and Leadership in which Candidates work together to understand the necessity and power of utilizing the Pre-Service Technology Standards throughout the TFA experience.
- Pre-Service Technology Standards woven and aligned throughout all course work.
- A technology portfolio compiled throughout the Candidate's tenure may assist the learner, mentor program, employing district and certification programs in validating evidence of knowledge and performance.

Recommended Action on Pre-Service Technology Standards

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

IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

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

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

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

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

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

Standard 1 Analysis – Based on interviews, it was reported the mentor teacher is decided by the building principal/administrator with no collaboration from TFA in the selection process. Building administrators interviewed stated that thoughtful consideration went into the selection of a mentor teacher for their candidate(s). Interviews with candidates and completers shared positive anecdotes regarding work with their mentors along with attributing some of their success in the classroom to their mentors. However, the mentor teacher quality and selection is not systemic within TFA. Evidence was not provided by TFA in meeting Standards 1a through 1f.

Sources of Evidence

- Interviews: TFA staff
- Interviews: District administrators
- Interviews: TFA candidates
- Homedale School District document

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

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

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

Standard 2 Analysis – Interviews with district administrators, TFA candidates and completers confirm strong TFA support for two years while candidates work in the classroom. Informal, anecdotal notes indicate positive reviews of supervisors’ abilities and knowledge as professional educators. Supervisors appear to be specifically chosen based on their ability to coach, mentor and lead. Evidence is lacking in supervisor rater reliability although their training and continuous communication would support the potential for consistency in their evaluations of candidate.

Sources of Evidence

- Interviews: TFA staff
- Interviews: District administrators
- Interviews: TFA candidates
- MTLD (supervisor) memo & PowerPoint
- District letters of support

Standard 3: Partnership.

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

Standard 3	Unacceptable	Acceptable	Exemplary
Partnership		X	

Standard 3 Analysis – Partnership is restricted to 9 districts and/or charter schools in the Treasure Valley. Evidence confirms a strong partnership between schools and TFA staff in supporting all involved in the experience. Interviews with TFA staff and district administrators along with additional evidence confirm a partnership in providing a quality teacher in the

classroom along with supporting the conceptual framework of TFA. Evidence was weak in demonstrating TFA’s support to the cooperating (mentor) teacher.

Sources of Evidence

- Interviews: TFA staff
- Interviews: District administrators
- Interviews: TFA candidates
- National principal survey & regional survey
- MTLT (supervisor) memo
- District letters of support
- District Educational Professional Services Agreement
- Document-Working together as Professionals

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

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

Standard 4 Analysis – Candidates are required to pass a background check in order to receive an Interim Certificate. As part of the TFA summer institute, prior to placement with an Idaho school, candidates teach in a summer school setting where they are observed and evaluated. Candidates are required to pass all required Praxis exams and institute coursework prior to placement in an Idaho school. TFA’s rigorous selection process prior to placement seeks to ensure all candidates possess the dispositions of a professional educator.

Sources of Evidence

- TFA presentation
- Praxis scores
- Observation template from summer institute
- Selection process
- Interview with TFA staff

Standard 5: Student Teaching Experience

- 5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework

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

Standard 5	Unacceptable	Acceptable	Exemplary
Student Teaching Experience		X	

Standard 5 Analysis – The observation reporting document used by TFA supervisors indicates it is based on Danielson Framework for Teaching. The tool allows TFA supervisors to work closely with the school administrator to work with the candidate through a common language and outcomes. The mentor checklist indicates mentors are completing required assessments of candidates along with administrators completing the required state teacher evaluation. National and regional principal surveys indicate TFA candidates' positive influence on P-12 student growth, however stronger evidence could be provided on individual candidate influence. Clinical experience is a two-year long experience, well exceeding the minimum of 14 weeks in a student teaching experience. Clinical experience requires development of Individualized Professional Learning Plan (IPLP) and evidence includes completed IPLPs, along with a candidate Record of Learning provided to TFA. A comprehensive review of the TFA-Idaho program confirms that candidates from this program demonstrate competence in meeting the Idaho Standards for Initial Certification of Professional School Personnel. The structured on the job training provided through TFA provides a strong, relevant preparatory experience for an Idaho teacher's certificate.

Sources of Evidence

- Interviews: TFA staff
- Interviews: supervisors (MTLDs)
- Interviews: District administrators
- Interviews: TFA candidates
- National principal survey & regional survey
- Candidate Record of Learning including observation notes, debriefing, reflection and goals
- Plan for Improvement
- Mentor Checklist

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Model Preservice Student Teaching Experience Standards	5	1	4	

Areas for Improvement

- Avenues for formal feedback from candidates on mentor teacher and supervisor performance
- Development of documented expectations of schools regarding mentor teachers and candidate experience
- Collection and analysis of supervisor background, training, and performance including rater reliability
- Collection and analysis of administrator and/or mentor teacher evaluations of candidates

Recommended Action on Model Preservice Student Teaching Experience Standards

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

IDAHO STANDARDS FOR COMPUTER 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 understands digital citizenship.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – TFA provided evidence portal contained no evidence of Candidate understanding of digital citizenship (indicator 1a). However, additional evidence including Institute, Orientation and Leadership Academy course topics, New Teacher Leadership course syllabi and interviews indicate that computer science (CS) Candidates would understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive and linguistic areas, and would know how to design and implement developmentally appropriate and challenging learning experiences. However, minimal evidence was found for understanding how learners grow and develop across the social, emotional, and physical area of Standard 1. TFA staff interviews indicate that CS teachers would come to them with a strong background in CS and therefore would most likely be aware of the needs for digital citizenship. However, additional minimal evidence was provided which could be utilized if a candidate came to TFA searching for a CS certification and needed addition instruction on digital citizenship. Additional evidence included a lesson from Code.org on digital citizenship.

Sources of Evidence

- Code.org digital citizenship lesson
- New Teacher Network course instructor interview
- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added; but reviewer reviewed entire portal for applicable evidence)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson

Performance

1(b) The teacher promotes and models digital citizenship.

- 1(c) The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

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 role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge	X		

2.1 Analysis – The Computer Science evidence folder was empty as TFA-Idaho has not had a CS candidate enrolled in their program at this time. However, additional evidence was provided including the Vision for Learning-Computer Science document, CS Standards and Assessment Guidance document, an online module designed for CS Candidates titled; Introduction to Computational Thinking, a PowerPoint titled; CS Education What it is & What we can do, and finally a Code.org website titled CS Principles Curriculum Guide. A thorough review of these evidences did not indicate that TFA candidate understand the role of language and culture in learning computer science. It should be noted however that CS candidates would attend Institute, Orientation, and Leadership Academy, all of which have lessons in the role of language and culture. However, the reviewer was unable to determine if these lessons would be transferrable to learning computer science.

Sources of Evidence

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document

- CS Standards and Assessment Guidance document
- CS PowerPoint lesson

Performance

- 2(b) The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning.
- 2(c) The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

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 design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge	X		

3.1 Analysis – TFA staff interview, New Teacher Network course instructor interview, Institute calendar of topics, Orientation schedule topics, Leadership Academy topics and handouts, as well as the CS Standards and Assessment Guidance document and the Vision for Learning-Computer Science documents, indicate that a TFA candidate would understand how to design environments that promote effective teaching and learning in computer science classrooms. No evidence was provided that the TFA candidate would understand how to design online learning environments or promote digital citizenship.

Sources of Evidence

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)

- Code.org training curriculum guides
- CS Candidate module
- Vision for learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute Calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher network interview

Performance

- 3(b) The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.
- 3(c) The teacher develops student understanding of privacy, security, safety, and effective communication in digital environments.

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

3.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

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 data representation and abstraction.
- 4(b) The teacher understands how to effectively design, develop, and test algorithms.
- 4(c) The teacher understands the software development process.
- 4(d) The teacher understands digital devices, systems, and networks.
- 4(e) The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.
- 4(f) The teacher understands the role computer science plays and its impact in the modern world.
- 4(g) The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.
- 4(h) The teacher understands the many and varied career and education paths that exist in Computer Science.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Praxis test guidelines, CS Standards and Assessment Guidance document, Vision for Learning-Computer Science document, and CS module all provide evidence that TFA candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Sources of Evidence

- Computer Science Praxis test guidelines
- CS Standards and Assessment Guidance document
- Vision for Learning-Computer Science document
- CS module
- TFA staff interview

Performance

- 4(i) The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:
- Effectively uses primitive data types.
 - Demonstrates an understanding of static and dynamic data structures.
 - Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.
 - Effectively uses modeling and simulation to solve real-world problems
- 4(j) The teacher effectively designs, develops, and tests algorithms. The teacher:
- Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.
 - Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.
 - Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.
 - Effectively uses two or more development environments.
 - Demonstrates knowledge of varied software development models and project management strategies.
 - Demonstrates application of phases of the software development process on a project of moderate complexity from inception to implementation.
- 4(k) The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:
- Demonstrates an understanding of data representation at the machine level.

- Demonstrates an understanding of machine level components and related issues of complexity.
 - Demonstrates an understanding of operating systems and networking in a structured computing system.
 - Demonstrates an understanding of the operation of computer networks and mobile computing devices.
- 4(l) The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:
- Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.
 - Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.
- 4(m) The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

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

4.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

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 academic language and conventions of computer science and how to make them accessible to students.

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

5.1 Analysis – The Computer Science evidence folder was empty, as TFA-Idaho has not had a CS candidate enrolled in their program at this time. However, additional evidence was provided including the Vision for Learning-Computer Science document, CS Standards and Assessment Guidance document, an online module designed for CS Candidates titled “Introduction to Computational Thinking,” a PowerPoint titled “CS Education: What it is & What we can do,” and

finally a Code.org website titled “CS Principles Curriculum Guide.” A thorough review of these evidences along with evidences from Institute calendar topics, Orientation calendar topics, and Leadership Academy topics did indicate that TFA candidates would 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. The CS Candidate would also gain this understanding in the required New Teacher Network course.

Sources of Evidence

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute Calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network interview

Performance

- 5(b) The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.
- 5(c) The teacher develops student understanding of online safety and effectively communicating in online environments.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

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 creation and implementation of multiple forms of assessment using data.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – The Computer Science evidence folder was empty as TFA-Idaho has not had a CS candidate enrolled in their program at this time. However, additional evidence was provided including the Vision for Learning-Computer Science document, CS Standards and Assessment Guidance document, an online module designed for CS Candidates titled “Introduction to Computational Thinking,” a PowerPoint titled “CS Education: What it is & What we can do,” and finally a Code.org website titled “CS Principles Curriculum Guide.” A thorough review of these evidences along with evidences from Institute calendar topics, Orientation calendar topics, and Leadership Academy topics did indicate that TFA candidates understand multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. In addition, the CS Candidate and their MTLD would most likely work together to individualize this standard and indicator to the CS Candidate’s classroom and learners.

Sources of Evidence

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute Calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets

Performance

6(b) The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

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 the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Institute Calendar of topics, Orientation calendar of topics, Leadership Academy calendar of topics, provided PowerPoint lessons from these sessions, New Teacher Network course syllabi and course requirements all provide evidence that the CS candidate understands how to 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. In addition, the week-long orientation in the community within which the candidate will be teaching deeply solidifies the candidate’s knowledge of their community.

Sources of Evidence

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute Calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network course syllabi and instructor interview

Performance

- 7(b) The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.
- 7(c) The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.
- 7(d) The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

7.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

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 value of designing and implementing multiple instructional strategies in the teaching of computer science.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Institute calendar of topics, Orientation calendar of topics, Leadership Academy calendar of topics, provided PowerPoint lessons from these sessions, New Teacher Network course syllabi, and course requirements all provide evidence that the CS candidate understands 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. Additional modules or learning may be needed on how to apply these instructional strategies for on-line teaching and teaching in computer science.

Sources of Evidence

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network course syllabi and instructor interview

Performance

- 8(b) The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.
- 8(c) The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance	X		

8.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

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 has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.

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

9.1 Analysis – Institute calendar of topics, Orientation calendar of topics, Leadership Academy calendar of topics, provided PowerPoint lessons from these sessions, New Teacher Network course syllabi, and course requirements all provide evidence that the CS candidate will understand the need to engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and to adapt practice to meet the needs of each learner. In addition, the CS candidate may find the need to extend their learning in the field of computer science once in the framework of the classroom. The candidate should not find this to be too difficult, as there is a strong emphasis on personal and professional growth and development in the TFA program.

Sources of Evidence

- TFA staff interview

- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network course syllabi and instructor interview

Performance

- 9(b) The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education.
- 9(c) The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources.
- 9(d) The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.

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

9.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

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 process and value of partnerships with industry and other organizations.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – Institute Calendar of topics, Orientation calendar of topics, Leadership Academy calendar of topics, provided PowerPoint lessons from these sessions, New Teacher Network course syllabi, and course requirements all provide evidence that the CS candidate seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth and to advance the profession.

Sources of Evidence

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network course syllabi and instructor interview

Performance

10(b) The teacher is active in the professional computer science and industrial community.

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

10.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	10	2	8	
Performance	10	10	0	

Areas for Improvement

- When a CS candidate enters the Idaho system, TFA will need to make sure that Idaho specific indicators are addressed for that candidate. Some items such as digital citizenship, on-line teaching, and addressing language learners within the CS realm.

- TFA may decide to start adding input evidence in the CS evidence folder and specializing it to Idaho standards so that once a CS candidate arrives, that information is ready.

Recommended Action on Idaho Standards for Computer Science 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 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis - Candidate, principal, and TFA faculty interviews, provided PowerPoint utilized during institute, optional learning modules, and required ICLC and New Teacher Network course syllabi and requirements all provide ample evidence that that TFA 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 designs and implements developmentally appropriate and challenging learning experiences. It could be noted that the candidates’ knowledge of social, emotional, and physical areas of growth and development. TFA staff interviews indicate that these areas are covered by MTLDs as necessary on an individual basis.

Sources of Evidence

- Interviews
- Institute and Orientation PowerPoint presentations
- Optional Online Learning Modules
- Syllabi from required ICLA and New Teacher Network courses

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

Knowledge

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

- 2(b) The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Interviews, required course syllabi, optional modules, and Institute PowerPoint lessons all provide evidence that TFA candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Each candidate spends a week of Orientation within the community they have been hired to teach. This week provides them the opportunity to truly immerse themselves within the culture and community of their future students.

Sources of Evidence

- Candidate and principal interviews
- Course syllabi from ICLC and New Teacher Network classes
- Provided PowerPoint lessons and topic outline calendars from Institute
- Optional modules provided in early childhood and upper elementary topics
- Orientation planning guidelines/topic lists

Performance

- 2(c) The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
- 2(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.
- 2(e) The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Principal and candidate interviews, PowerPoint classroom presentation, completed Culture of Achievement plans, as well as lesson plans and UbD unit plans, indicate that TFA candidates *use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable learners to meet high standards.*

Sources of Evidence

- Principal and candidate interviews

- Candidate created classroom expectation PowerPoint
- Elementary Education candidate lesson plans and UbD unit plans
- Elementary Education completed Culture of Achievement plans

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

Knowledge

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

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Interviews, optional elementary modules, required Institute, Orientation, and Leadership Academy topics, required CT3 behavior management course, guidelines for Culture of Achievement Plan and Elementary Education Vision Statement all indicate that TFA candidates know how to work with others to create environments that support individual and collaborative learning and encourage positive social interaction, active engagement in learning, and self-motivation.

Sources of Evidence

- Candidate, principal and TFA staff interviews
- Elementary modules
- CT3 course overview and objectives
- Culture of Achievement Plan guidelines
- Elementary Education Vision statements

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 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Candidate interview, completed Culture of Vision Plan, and a PowerPoint of classroom expectations all provide adequate evidence that the TFA candidates work with others to create environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation. Minimal evidence was found for indicator 3(d)-the candidate demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility. A candidate interviewed stated that the computer specialist at her school handled these types of lessons, but no evidence was found in TFA’s evidence portal regarding how candidates were to learn about this indicator. Evidence was much stronger for indicators 3(b) and 3(c). Interviews with TFA staff indicate that they are aware of this and would be responsive if a candidate was placed in a situation where additional instruction was needed in the area.

Sources of Evidence

- Elementary candidate interview
- Culture of Vision Plan
- PowerPoint of classroom expectations
- Candidate lesson plans and UbD unit plans
- New Teacher Network course assignments

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

Knowledge

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

other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

- 4(h) The teacher understands the relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
- 4(i) The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.
- 4(j) The teacher understands human movement and physical activity as central elements in learning and cognitive development.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Praxis scores, required course work including ICLC, MTI, and New Teacher Network classes, online optional modules, Institute PowerPoint and handout samples, candidate Danielson reviews, and principal survey results all indicate that TFA candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. It should be noted that TFA candidates work closely with a MTLD hired by TFA during their first and second years of teaching. Together the MTLD and teacher make plans, set goals, and work on professional development as needed.

Sources of Evidence

- Praxis scores
- ICLC, MTI & New Teacher Network syllabi
- TFA online learning modules
- TFA provided Danielson evaluation of a candidate
- TFA provided principal survey

Performance

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate and BSU adjunct faculty interviews, completed lesson plans, UbD unit plans, additional required course work samples, as well as the required ICLA and MTI courses all indicate that TFA candidates teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Sources of Evidence

- Candidate Interviews
- BSU instructor for required New Teacher Network Course Interview, syllabi, and assignment samples
- Provided lesson plans and UbD unit plans
- Completed Danielson Framework Evaluation for Elementary Candidate

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

Knowledge

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Lesson plan guidelines, New Teacher Network course instructor interview, optional modules, Institute assignment guidelines, Core Practice and Learning Cycle schedule as well as the Vision for Content and Assessment Elementary Literacy and Elementary Math handouts all provide evidence that The TFA candidates understand the importance of providing a purpose and context to use the communication skills

Sources of Evidence

- TFA Lesson Plan Guidelines
- New Teacher Network instructor interview
- TFA provided optional online modules
- Institute assignment guidelines
- Core Practice and Learning Cycle schedule
- Vision for Content and Assessment Elementary Literacy & Elementary Math handouts

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

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

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

Performance

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

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Completed lesson plans, UbD unit plans, New Teacher Network course assignments and instructor interview, as well as candidate interviews and observations all provide evidence that TFA candidates design instruction that provides opportunities for students to learn through inquiry and exploration.

Sources of Evidence

- Candidate lesson plans
- Candidate UbD unit plan
- New Teacher Network course assignments
- New Teacher Network instructor interview
- Candidate observations
- Candidate interviews

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

Performance

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Candidate observations and interviews, principal interviews, completed lesson and unit plans, PowerPoint presentations, and completed learning maps all indicate that TFA candidates are able to engage all learners in developing high order thinking skills. It should be noted that critical thinking and problem solving skills are highly emphasized in TFA guidelines, presentations, and throughout assignment guidelines.

Sources of Evidence

- Candidate observations

- Candidate interviews
- Principal interviews
- Candidate lesson plans
- Candidate UbD unit plans,
- Candidate PowerPoint presentations
- Candidate learning maps
- MTLT interview (informal)

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

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

Knowledge

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

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – Candidate and BSU adjunct instructor interviews, completed record of learning forms, PLC log samples, as well as handouts and presentations from leadership academies, UbD unit plans, and resources in candidate tool boxes provide evidence that TFA candidates seek appropriate leadership roles and opportunities to take responsibility for students learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Sources of Evidence

- Candidate Interview
- New Teacher Network class instructor interview
- Record of Learning forms
- Leadership Academy handouts and presentations
- Completed UbD unit plans
- Candidate technology tool box

Summary

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

Areas for Improvement

- N/A

Opportunities for Enhancement

TFA could work to be more deliberate in their instruction regarding indicators:

- 1b The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.
- 3d The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

TFA could work to be more deliberate in their instruction regarding the integration of cross-curricular subjects throughout the elementary curriculum.

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.

Performance

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis - Based on a series of lesson plans, a student profile, and a reflection, candidates are meeting the performance objectives for standard one. Specifically, candidates are able to demonstrate an understanding of all indicators and recognize the development of individuals across cognitive, social, linguistic, and emotional areas. While there is strong evidence for indicators 1a and 1b, evidence supporting composition is limited to argumentative essays poetry analysis in reference to 1c.

Sources of Evidence

- Lesson Plans
- Student Profile
- Candidate Reflection

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

Performance

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

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

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis - A secondary course reflection, student profile, and lesson plans provide sufficient evidence that candidates are demonstrating performance of indicators 2a and 2b. Based on the evidence provided, candidates both understand and design curriculum for students based on ethnicity, social status, learning ability, and grounded in theory. Evidence shows candidates have researched their community, geographical area, and other informative data to found their curriculum that is specifically adapted to student needs,

Sources of Evidence

- Candidate Graduate Course Reflection/Essay
- Student Profile
- Lesson Plans

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

Performance

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

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis - Based on the evidence provided in lesson plans, reflection, and a detailed student profile, candidates demonstrate an awareness of learning environments which are based on student identities and knowledge of literacy. Candidates create student centered environments and lessons based on the data collected and individual need, allowing students to contextualize curriculum and become invested in their learning. Evidence shows candidates creating Socratic seminars and collaborative learning groups which are based on students interests and level of understanding.

Sources of Evidence

- Lesson Plans
- Student Profile
- Candidate Reflection

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

Performance

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis - Based on lesson plans, reflection, and observation, candidates show sufficient evidence for indicators 4a, 4b, and 4c; however, there is insufficient evidence of candidates demonstrating knowledge of or strategies for applying and acquiring domain specific vocabulary for 4d. However, evidence shows candidates incorporating a range and variety of texts in addition to the evolution of language and syntax. Candidates also demonstrate a knowledge of composing texts and the processes which is seen through feedback throughout the planning, drafting, and

revising stages. In this feedback, candidates are also engaging in multimodal discourse to clearly communicate with their students.

Sources of Evidence

- Lesson Plans
- Observation
- Candidate Reflection

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

Performance

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

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

5.2 Analysis - Based on observations, lesson plans, rubrics with individualized feedback, and student writing samples, candidates demonstrate sufficient evidence for indicators 5b, 5c, 5d; however, there is little evidence to support indicator 5a. The EPP provided daily grammar exercises designed for middle school students that focuses on usage and mechanics but fails to show the candidate's implementation of this instruction. However, evidence shows candidates using and designing curriculum that addresses complex topics which involves students who are actively participating and developing critical thinking skills.

Sources of Evidence

- Lesson Plans
- Observation

- Candidate Created Rubric & Feedback
- Student Writing Samples

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

Performance

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

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis - Based on candidate created assessments, lesson plans, rubric feedback, and reflections, candidates are able to design and interpret meaningful formative and summative assessments. Evidence shows candidates evaluating data to guide future learning and curriculum. Candidates understand how to develop effective assessments, particularly rubrics and reading quizzes. Evidence also demonstrates candidates using feedback to create collaborative groups based on student interests which not only engages and promotes development as readers and writers. Candidates also respond to student writing, providing specific and clear feedback, ultimately encouraging growth.

Sources of Evidence

- Assessments
- Lesson Plans
- Candidate Reflection
- Candidate Rubric Feedback

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

Performance

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

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

7.2 Analysis - Based on lesson plans, a reflection, a student profile, and a student writing sample, candidates plan instruction that meets the need of learners. Evidence shows that candidates integrate cross-disciplinary skills and collaborative approaches founded in contemporary theories. Candidates also show evidence of differentiating instructional strategies based on student needs. From the evidence provided by the EPP, candidates demonstrate a standards-based curriculum that utilizes a range of texts and instructional strategies.

Sources of Evidence

- Lesson Plans
- Student Profile
- Candidate Reflection

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

Performance

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis - Based on lesson plans, reflection, and assessments, candidates demonstrate knowledge and use of contemporary technologies in conjunction with literacy instruction. The evidence shows candidates not only utilizing a variety of instructional strategies but also a wide range of technology such as Google Forms, Turnitin, and PowerPoint to engage learners and establish connections between content areas.

Sources of Evidence

- Lesson Plans
- Assessments
- Candidate Reflection

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

Performance

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

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

9.2 Analysis - Based on candidate observations, Individualized Learning Plans, and reflections, teachers are both engaging with and reflecting on their practice throughout the school year. Candidates specifically evaluate lesson plans, yearly growth, and specific interactions with

students. The evidence provided shows candidates not only continually evaluating but also adapting their practices for individuals and specific classes.

Sources of Evidence

- Observations
- Individualized Learning Plan
- Candidate Reflection

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

Performance

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

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis - Based on observations, reflections, and surveys, candidates demonstrate a strong understanding of this standard. The evidence provided shows candidates taking initiative in classrooms, schools, and their communities, assuming leadership roles and responsibility. Candidates use these opportunities to both foster relationships with students and community members in addition to strengthening their collaboration with teachers in their individual schools and across districts.

Sources of Evidence

- Observations
- Candidate Created Survey
- Candidate Reflection

Summary

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

Areas for Improvement

- Although evidence and artifacts indicate candidates demonstrate an acceptable level of knowledge and skill, in order to move into exemplary, the EPP would need to provide at least three cycles of data and demonstrate use of data in guiding improvement decisions.

Recommended Action on Idaho Standards for English Language Arts Teachers

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

IDAHO STANDARDS FOR SPECIAL EDUCATION TEACHERS

IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

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

Knowledge

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis –EPP provides sufficient evidence for knowledge indicators 1a, 1b, and 1c to demonstrate the program is designed to meet the standard. Evidence includes assignment instructions, a teacher reflections/justification of an assignment, a student transition plan, a student survey, an individual education plan (IEP), an accommodation justification, and an evaluation report.

Sources of Evidence

- Assignment instructions, reflections on assignment
- Transition plan, student survey, IEP
- Accommodations justification, evaluation report

Performance

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – EPP provides considerable evidence for performance indicators 1d and 1e to demonstrate the program is designed to meet the standard. Evidence includes student snapshots (including data and how that data informs the student’s instruction and program), teacher reflection data, a literacy student profile (including data that informs individual student accommodations), the successful completion of the Idaho Comprehensive Literacy Assessment (ICLA), an instructional pacing map, and a teacher developed parental input form used to intentionally meet 1e.

Sources of Evidence

- Student Snapshot, Accommodation Plan, Teacher Reflection on Assessment Data and Informal Observation
- Literacy Student Profile (assessment and how it informs instruction and accommodations)
- Visual Student Schedules, Successful Completion of Idaho Comprehensive Literacy Assessment (ICLA), Pacing Maps
- Parental Input Form

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

Knowledge

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

Standard 2 Learning Environments	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – EPP provides sufficient evidence for knowledge indicators 2a, 2b, 2c, and 2d to demonstrate the program is designed to meet the standard. Evidence includes a behavior

intervention plan, a redirection/restorative policy, classroom management plan, and a student directed learning collaboration request.

Sources of Evidence

- Behavior Intervention Plan, Student Snapshot, Literacy Student Profile
- Redirection/Restorative Policy, Student Directed Learning Collaboration Request
- Literacy Student Profile, Classroom Motivation Chart (Explanation and Artifact)
- Classroom Management Plan (including artifacts)

Performance

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

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

2.2 Analysis – EPP provides sufficient evidence for performance indicators 2e, 2f, 2g, and 2h to demonstrate the program is designed to meet the standard. Evidence includes an observation of the classroom, a classroom management plan, a physical environment flexibility and a responsiveness reflection, an explanation and artifact of the Student Voices project, and a behavior intervention plan.

Sources of Evidence

- Classroom management plan (with artifact)
- Physical Environment Flexibility and Responsiveness Reflection (with artifact)
- Student Voices Project

- Behavior Intervention Plan
- Classroom Observation

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

Knowledge

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

Standard 3 Curricular Content Knowledge	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – EPP provides sufficient evidence for knowledge indicators 3a, 3b, and 3c to demonstrate the program is designed to meet the standard. Evidence includes lesson plans, an IEP amendment, individual goal sheets for various content areas, book report project instructions and rubrics, grouping justification with artifacts, and a Socratic seminar lesson plan (with modifications for individuals with exceptionalities).

Sources of Evidence

- Lesson plans, pacing maps, completion of Idaho Comprehensive Literacy Assessment (ICLA)
- IEP Amendment, Individual Learning Goals for various content areas
- Book Report Project instructions and rubric, Grouping justification and artifact
- Socratic Seminar lesson plan

Performance

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

Standard 3 Curricular Content Knowledge	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – EPP provides sufficient evidence for performance indicators 3d, 3e, and 3f to demonstrate the program is designed to meet the standard. Evidence includes lesson plans, FLEX Literacy Digital Experience program, pacing guides, adapted quizzes, student snapshot, a Literacy Student Profile, an emotional intelligence chart (with artifact), a classroom observation, teacher candidate interviews, and SenseMakers instruction for student transition from the K-12 system.

Sources of Evidence

- Lesson plans and adapted quizzes for differentiation of instruction
- FLEX Literacy Digital Experience
- Pacing Guides
- Literacy Student Profile and Student Snapshot
- Emotional Intelligence Chart (with artifact), SenseMakers instruction for student transition from K-12 system
- Teacher Candidate Interviews
- Classroom Observation

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

Knowledge

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

Standard 4 Assessment	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – EPP provides sufficient evidence for knowledge indicators 4a-4g to demonstrate the program is designed to meet the standard. Evidence includes a running records and student comprehension check, exit tickets, a teacher developed assessment, a curriculum assessment, an evaluation report, a parent input form, feedback to students, Moby Max Dashboard, and a backwards planning Special Education timeline document.

Sources of Evidence

- Running records and student comprehension check, Exit tickets, Teacher developed assessment, Curriculum assessment, Running records and comprehension check, Book report project
- Parent Input Form, Feedback to students (Gradebook and Microsoft Teams), Moby Max Dashboard (online instructional tool for remediation)
- Evaluation Report, Backwards Planning for Special Education Timeline Document

Performance

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

Standard 4 Assessment	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – EPP provides sufficient evidence for performance indicators 4h-4l to demonstrate the program is designed to meet the standard. Evidence includes the Power School progress monitoring system, a detailed teacher monitoring artifact, a caregiver survey, communication with parents using Google Voice App, an Individual Education Plan (IEP) with a transition plan, and a completed Student behavior self-assessment artifact.

Sources of Evidence

- Moby Max Dashboard (online instructional tool for remediation), PowerSchool Monitoring Program, Detailed Teaching Monitoring Artifact
- Parent Input Form, Beginning of the Year Letter, Caregiver Survey, Communication with Parents and Caregivers through Google Voice App, Schedule of Parent Meetings, Caregiver Survey
- Individual education plan (IEP), Transition Plan, Student Behavior Self-Assessment, Accommodations Form

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

Knowledge

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

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

5.1 Analysis – EPP provides sufficient evidence for knowledge indicators 5a-5i to demonstrate the program is designed to meet the standard. Evidence includes American Dream essay instructions, progress tracking reports, Greeting Others instructional materials, Individual Education Plans (IEPs), a transition plan, colleague conversation artifact, lesson plans, decision making map, problem solving practice, competent Sensemakers and the Student Voices project. 5c evidence was lacking a bit but still passed.

Sources of Evidence

- American Dream essay instructions, progress tracking reports
- Feedback to students (including Microsoft Teams), Moby Max Dashboard (online instructional tool for remediation)
- Greeting Others Instructional Items, Student Participation Instructional Items, Emotional Instruction Lesson Materials, Individual Education Plans (IEPs), Transition Plan, Colleague Conversation Artifact, Lesson Plans
- Decision Making Map and Problem Solving Practice, Competent Sensemakers Instruction, and Student Voices Project

Performance

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

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

5.2 Analysis – EPP provides sufficient evidence for performance indicators 5j-5o to demonstrate the program is designed to meet the standard. Evidence includes Social emotional learning

materials and visual support cards for Universal Design, lesson plans, teacher candidate interviews, a classroom observation and a Universal Design student behavior self-assessment.

Sources of Evidence

- Social/Emotional Learning Materials, Visual Support Cards, Lesson Plans
- Individual Education Plans (IEPs), Transition Plan
- Student Snapshots and Literacy Student Profile
- Lesson Plans, Teacher Candidate Interviews, Universal Design Student Behavior Self-Assessment
- Classroom Observation

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

Knowledge

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

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

6.1 Analysis – EPP provides sufficient evidence for knowledge indicators 6a-6e to demonstrate the program is designed to meet the standard. Evidence includes professional trainings attended, beginning of the year letter, a caregiver survey, communication methods with parents, professional community memberships, digital portfolio, special education training, data tracking example, and a program and legal records system.

Sources of Evidence

- Professional Trainings (ex. SESTA, IPBN Conference, Special Education Bootcamps, Behavior Summer Conference)
- Beginning of Year Letter and Caregiver Survey, Communicating with Parents via Google Voice App

- Professional Communities Membership, Digital Portfolio, Data Tracking Example and Explanation, and an example of the Program and Legal Records System

Performance

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

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

6.2 Analysis – EPP provides sufficient evidence for performance indicators 6f-6i to demonstrate the program is designed to meet the standard. Evidence includes a digital portfolio, teacher developed training for district special educators, collaboration with community (knowledge and use of resources such as Albertson’s donation and Donors Choose program), development of a safe place for students, professional trainings, paraeducator training binder inserts, a parent/communication log, teacher candidate interviews, and a caregiver survey. 6f-Teacher candidates demonstrate they act in professional and ethical ways, however, including evidence that they actually do have knowledge of Ethical Practice and Professional Practice Standards is lacking.

Sources of Evidence

- Student Voices, Digital Portfolio, Teacher Developed Training for Special Educators, Student Progress Tracking, American Dream Essay Rubric
- Collaboration (Knowledge and Use of Resources) (Albertson’s Donation, Donor’s Choose Program, Field trip and Field Trip Permission Slip
- Learning Environment (Physical Space) model, Parent Communication Log, Caregiver Survey
- Development and explanation of a Safe Place (with picture artifact), Professional Trainings, Transition Field Trip
- Professional Learning Community Participation, Para Training Binder Inserts
- Teacher Candidate Interviews

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

Knowledge

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

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

7.1 Analysis – EPP provides sufficient evidence for knowledge indicators 7a-7f to demonstrate that the program is designed to meet the standard. Evidence includes a team collaboration artifact, letters of recommendation (referencing collaboration), student snapshot, literacy student profile, collaboration of colleagues to develop a student goal, parent communication artifact, beginning of year letter, field trip permission slip, a caregiver survey, a classroom observation, teacher candidate interviews, and Common Sensemakers instruction.

Sources of Evidence

- Team Collaboration Artifact, Letters of Recommendation (referencing collaboration), Student Snapshot, Literacy Student Profile, Collaboration of Colleagues to develop a Student Goal
- Parent Communication Artifact, Field Trip Permission Slip
- Beginning of Year Letter and Caregiver Survey, Common Sensemakers Instruction
- Teacher Candidate Interviews, Classroom Observation

Performance

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

- 7(i) The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

Standard 7 Collaboration	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – EPP provides sufficient evidence for performance indicators 7g-7i to demonstrate the program is designed to meet the standard. Evidence includes artifacts showing collaborative efforts with colleagues to develop student goals and outcomes, Individual Education Plans (IEPs), a program and legal records system, participant Interviews, a beginning of year letter and caregiver survey, communication with parent log, a collaborative remediation plan to address math assessment data, a mentor compilation communication report, and a community engagement presentation at a community council meeting.

Sources of Evidence

- Artifact showing collaborative efforts with colleagues to develop student goals and outcomes
- Individual Education Plans (IEPs)
- Program and Legal Records System
- Participant Interviews
- Elementary School Field Trip to Middle School to address transition issues and Field Trip Permission Slip
- Competent Sensemakers Collaboration with BSU Educational Access Center
- Beginning of Year Letter and Caregiver Survey
- Communication with Parent Artifact
- Collaborative Remediation Plan with Student to address Math Assessment Data
- Community Engagement Presentation at a Community Council Meeting
- Mentor Compilation Communication Report (logging communication with mentors, families)

Summary

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

Areas for Improvement

- TFA met all knowledge and performance standards for the Exceptional Child Generalist. In the future, TFA could move to the Exemplary area if it included three cycles of data under individual standards.

Recommended Action on Idaho Standards for Exceptional Child Generalists

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

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

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

Knowledge

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – EPP provides sufficient evidence on all indicators to demonstrate that the program is designed to prepare candidates with an acceptable foundation on learner growth and development. Summer Institute coursework modules in Learner Variability, Core Practices in the Learning Cycle, and Culturally Responsive Pedagogy provide sufficient evidence that candidates can recognize students' mathematical development, knowledge, and understanding as well as learning progression and trajectories and how these may vary individually across students. University and program-required coursework demonstrate candidate's knowledge of designing and implementing appropriately challenging learning experiences as well as assessing and advancing student reasoning. As discussed through candidate interviews, Special Education modules, offered by TFA-Idaho to both Special and General Educators, offer knowledge of how learners grow and develop and strategies to target individual differences. In the case of indicator 1(a), evidence for knowledge of mathematical identities and dispositions, interests, and experience were provided through candidate interviews, ethnographic context plans, and literature reviews on mathematics identities and attitudes, as well as Institute coursework on mathematics identity through the mathematics content sessions.

Sources of Evidence

- Syllabi for modules in Learner Variability, Teaching Mathematical Thinking, Culturally Responsive Pedagogy, and Math content sessions
- Required coursework in Mathematics identity, Learner Development, and Community Ethnography Plans
- Candidate Interviews
- Lesson Plans
- PLC collaboration and Coaching, as discussed in candidate interviews

Performance

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Candidates' lesson plans and instructional units demonstrate candidates' ability to shift instruction based on learner variability through modules on student choice, anticipating student struggle, planning differentiated instruction, and dedicating time for remediation and enrichment. Lesson plans and concept maps demonstrate appropriately challenging learning experiences and opportunities for students to make connections, situate ideas within a mathematical framework, and bridge the gap between classroom and in-context experience. Candidates implement a backward design model to ensure their assignments, assessments, and lesson are appropriate for their students' stage of development and learning progression. Proficiency scales and enrichment and remediation plans provide evidence for knowledge of learner progression and appropriate learning expectations. Assignments and lesson plans give evidence for student choice and real-world connections as well as providing multiple access point to students of all levels. Program could strengthen their portfolio with more evidence on candidate reflection on lessons and how lessons and learning activities specifically value students' ideas, mathematical ways of thinking, and mathematical dispositions.

Sources of Evidence

- Lesson Plans
- Concept Maps
- Unit Plans
- Assignments and Student Work
- Proficiency Scales
- Enrichment and Remediation Plans

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

Knowledge

- 2(a) The teacher knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.

2(b) The teacher knows how to use assessment data and appropriate interventions for students.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Boise State University Syllabus, required coursework, candidate papers, and candidate literature reviews provide evidence that candidates know how to design lessons at an appropriate developmental level, sequence learning, create appropriate success criteria, and design engaging assessment opportunities. Summer Institute Training modules in Learner Variability and Culturally Responsive Pedagogy provide extensive evidence that candidates have knowledge of how individual differences and diverse cultures impact students, their learning trajectories, their individualized learning goals, and their ability to meet high standards. As discussed in candidate interviews, during Institute, candidates researched the demographic of their school and met in small group cohorts to discuss how these cultural or demographic differences may impact their students and their dispositions as well as the candidates' classroom practice. Ongoing support in culturally relevant and meaningful learning experiences and assessment opportunities are provided through ongoing coaching by TFA-Idaho and Leadership Advances. Intervention and Remediation Protocols demonstrate candidate's ability to analyze assessment data and respond with appropriate interventions and enrichment opportunities for more universal mathematical understanding.

Sources of Evidence

- Syllabi from Summer Institute
- Boise State University Syllabus
- Coursework, including candidate papers and literature reviews
- Intervention and Remediation Protocols
- Candidate Interviews
- Cohort Professional Learning Communities
- TFA-Idaho Teaching and Leadership Coaching

Performance

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

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – EPP provides evidence of candidates’ ability to modify and adjust instruction to meet the needs of both struggling and excelling students through candidates’ intervention and remediation protocols. Scope and Sequencing Calendars and unit plans demonstrate ability to design universally accessible math instruction that is aligned to content standards, anticipates student needs, supplement provided curriculum to cater to candidates’ students, and ensures mathematical understanding for all students. Sequencing calendars include plans for both remediation and enrichment opportunities. Assessments and rubrics provide evidence that candidates can create assessment opportunities that adequately and objectively assess desired content standards and learning objectives. A combination of student exit tickets and candidate interviews provide sufficient evidence that formative assessment is used to track student learning and adjust and modify instruction to meet student needs.

Sources of Evidence

- Intervention and Remediation Protocols and Data Tracking
- Response to Intervention Forms
- Unit Plans
- Scope and Sequencing Calendars
- Assessments and Rubrics
- Candidate Interviews

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

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

Knowledge

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – EPP provides sufficient evidence for all indicators that the program is designed to ensure candidates have the content knowledge and pedagogy to understand the foundational concept and tools of inquiry in mathematics. Candidates’ Praxis scores and the TFA-Idaho recruitment process provide evidence that candidates understand mathematical concepts and the application of appropriate content and are knowledgeable in mathematical argument and proof. Interview with Institute Manager provided evidence that candidates have ongoing coaching support and optional enrichment sessions in content development. Institute syllabi and coursework provide some evidence that candidates are knowledgeable of multiple means of representations, multiple means of action and expression, and various mathematical modeling techniques. TMT (Teaching Mathematical Thinking) modules provide sufficient evidence that candidates can make use of hands-on, visual, and symbolic mathematical models as well as teach, identify, and encourage the use of the standards for mathematical practice among students. Summer Institute coursework and resource pages provide evidence that candidates have knowledge of a variety of problem-solving approaches, mathematical strategies, and instructional activities for investigating and understanding mathematics.

Sources of Evidence

- PRAXIS scores
- Recruitment process
- Interview with Institute Manager
- Institute Syllabi
- Institute Learning Modules
- Teaching Mathematical Thinking Syllabus

Performance

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – In the case of indicator 4i, there is not an explicit connection between candidate performance and the standards for mathematical practice available in the evidence provided by the EPP; however, there is evidence that candidates implement and engage students in many of the standards for mathematical practice through interviews and lesson plans. EPP could strengthen this indicator through more candidate development on how to implement these practice standards as a regular part of instruction and learning outcomes. EPP provides sufficient evidence of indicators 4f, 4g, and 4h. Candidate interviews gave evidence of evaluating student response and highlighting or clarifying student reasoning as well as responding to misconceptions. Lesson plans and student work provide evidence that teachers use their content knowledge to encourage students to build connections between strategies and representations. Candidate lesson plans demonstrate a variety of methods to investigate, learn, model, and interact with mathematics. Written and project-based assessment provide students with the opportunity to connect their classroom learning of mathematics with real-world application. Some unit plans outline mathematical argument or proof of concept or intended learning objective.

Sources of Evidence

- Lesson plans
- Assessments
- Candidate Interviews
- Student work

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

Knowledge

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge	X		

5.1 Analysis – EPP does not provide sufficient evidence that all candidates are provided with explicit knowledge or training on incorporating cross-curricular and multi-disciplinary content into their instruction. While cross-curricular instruction and assessment are evident in candidate performance, there is not sufficient evidence to show that the knowledge originated or was

strengthened by the EPP. The program could be improved with more explicit connections to multidisciplinary work and authentic application outside the classroom. However, Summer Institute coursework in Culturally Relevant Pedagogy provides evidence that candidates have the knowledge and understand the importance of students making connections between their classroom learning opportunities and lived experiences. Summer Institute prepares candidates to engage students as critical thinkers related to authentic local and global issues through their coursework focus on the broader student outcomes of personal growth, academic growth, social and political consciousness, and access. Through interviews with a Summer Institute manager, evidence was shared that candidates have some knowledge of curriculum with a cross-curricular emphasis and how to identify effective cross-curricular resources. Further, through the nature of the TFA-Idaho recruitment process, many candidates have prior knowledge and experience across disciplines and areas of expertise that may impact their ability to design cross-curricular learning opportunities in a positive manner.

Sources of Evidence

- Lesson Plans and PowerPoints
- Assessments
- Recruitment process
- Summer Institute coursework
- Interview with Summer Institute manager

Performance

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

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

5.2 Analysis – Lesson Plans, assessments, and student work provide evidence that students are encouraged or required to connect their classroom learning to other disciplines, including design, coding, architecture, business, community development, budgeting, and engineering. Cross-curricular projects provide evidence that candidates can create opportunities for students to apply their content and mathematical practice to other disciplines and real world, contextualized applications. Assessment and Projects show evidence of student choice, and completed student projects show evidence of creativity and critical thinking using the mathematics content and practice standards. More evidence could be provided as to how each of the practice standards are encouraged, identified, or required of students.

Sources of Evidence

- Lesson plans
- Assessment

- Student work
- Cross-curricular projects

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

Knowledge

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

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Institute coursework and syllabi demonstrates knowledge of a variety of assessment strategies and appropriate types of evidence for student mastery. In addition, Boise State coursework has a focus on elaborating learning intentions, designing assessment opportunities, and backward design, which focuses on designing assessment that matches learning objectives. As discussed in candidate interviews, TFA-Idaho provides each of their candidates with a coach and a Record of Learning document. The coach pushes candidates to think beyond traditional form of assessment such as exams, as discussed in candidate interviews, and think more broadly of how the assessment can be aligned to the specific learning objective. Through this coaching relationship, candidates are provided targeted work on more effective assessment strategies, intentional reflection on and refinement of instruction and assessment, and the importance of teacher clarity and connection between instruction and assessment. An interview with the summer Institute manager also provided evidence that candidates are knowledgeable on student data analysis protocols to guide assessment feedback and instructional decision making.

Sources of Evidence

- Coursework & syllabi
- Institute resources
- Coaching feedback
- Candidate interviews
- Interview with Summer Institute manager

Performance

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

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Candidates demonstrate varied assessment strategies through candidate-created assessment. Unit plans demonstrate various form of evidence to be used as formative and summative assessment. Candidates worked with coaches to develop data tracking forms and protocols that allow for progress monitoring and informed instruction. Rubrics and proficiency scales demonstrate candidate’s ability to assess students’ mathematical reasoning in a standardized way that can offer meaningful feedback to the students. Data Tracking and Progress Monitoring spreadsheets give evidence that candidates can accurately keep records of student learning and assessment outcome and use these to inform their practice and daily classroom decision making.

Sources of Evidence

- Assessments
- Student work
- Unit plans
- Proficiency scales
- Data Tracking and Progress Monitoring forms and spreadsheets

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

Knowledge

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

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – EPP provides sufficient evidence of all indicators to demonstrate that the program is designed so that the candidate is knowledgeable of a variety of planning tools and instructional strategies that demonstrate knowledge of content, context, and learners. Required Coursework, Syllabi, Training, and Coaching provide evidence of a strong grasp on content standards and instruction design and sequencing to meet those standards. Coursework emphasis on Backward Design, Sequencing Learning Progressions, and Culturally Relevant Pedagogy provide sufficient evidence of an understanding of learning progression and associated planning techniques. Standards Mapping and Scope and Sequencing documents provide strong evidence that candidates understand their content standards, the progression of their content standards, and the connections between content standards. TMT (Teaching Mathematical Thinking) syllabus

provides evidence that candidates are knowledgeable of the standards for mathematical practice and how these can be implemented and encouraged in the classroom.

Sources of Evidence

- Syllabi
- Coursework and training
- Coaching support
- Standards Mapping, Scope and Sequencing documents

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.

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

7.2 Analysis – EPP provides insufficient evidence on how the standards for mathematical practice are explicitly used to strengthen their instruction and student learning outcomes; however, the practice standards are implicitly implemented in candidates’ instructional design as evidenced by lesson plans and instructional units. Specifically, assessment rubrics, classroom environment, and candidate interviews indicate the expectation of perseverance in problem solving. PowerPoint, lesson plans, and student work provide evidence that the teacher plans content that encourages students to reason abstractly and quantitatively. Lesson plans and interviews show that candidates design instructional opportunities for students to construct viable arguments and critique the reasoning on others through error analysis. Lesson plans and student work also demonstrate candidates’ ability to design instructional opportunities that connect algorithms and formal mathematical structure to application and provide students with the opportunity to model their knowledge within situational context. More evidence is available through lesson plans and instructional units on candidates’ knowledge and ability to enact the practice standards implicitly through their mathematics instruction. EPP could strengthen candidate preparation through explicit attention to the practice standards and how they can be applied to instructional design and planning. EPP does provide evidence that candidates plan and assess instructional sequences that engage students in learning mathematics content through their universal design in instructional units. Lesson planning and candidate interviews provide evidence of sufficient content knowledge and knowledge of curriculum sequencing and learning trajectory. Unit plans demonstrate clear intentionality in candidate planning through the progression of learning, anticipated struggle, intentional time for remediation and enrichment. Backward designed units and assessment give sufficient evidence of candidates’ ability to plan instructional sequences and opportunities that engage all students in the learning process and plan for and predict student learning outcomes. Lesson plans show a clear attention to concepts and procedures while also allowing for context-driven connections and applications.

Sources of Evidence

- Lesson plans and Instructional Units
- Candidate Interviews
- Student Work
- Rubrics

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

Knowledge

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – EPP provides strong evidence for indicators 8a, 8b, 8c, and 8e. There is some evidence of indicator 8d in technology use in the teaching of mathematics, but the EPP could strengthen their program through a more thorough overview of technology implementation in the learning of mathematics. Candidate interviews provided evidence that candidates have some knowledge of technology implementation and technology resources through optional modules and Summer Institute resources. Interviews with candidate and Summer Institute manager provided sufficient evidence of strategies on how develop and use data analysis protocols to allow candidates to use student conceptions and misconceptions to guide and facilitate learning. Institute syllabi, coursework, and resource pages demonstrate candidates' knowledge of a variety of instructional practices, including formulating questions that access students' individual knowledge, eliciting students' mathematical reasoning, and advancing students' problem-solving strategies. Discussion and inquiry-based classroom techniques are modeled and practiced throughout summer Institute. Through an interview with summer Institute staff, evidence was

shared of specific instructional activities designed to kick start novice teachers into effective practice quickly.

Sources of Evidence

- Institute syllabi
- Institute resources
- Candidate interviews
- Interview with Summer Institute manager

Performance

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Through lesson plans, there is evidence that candidates choose tasks and questions that elicit and advance students' mathematical reasoning and problem-solving strategies. Lesson plans and instructional units also demonstrate a variety of instructional strategies for investigating and understanding mathematics, including exploratory modules, collaborative learning, and inquiry-based approaches. Candidate interviews and lesson plans show evidence that candidates use statistics software, graphic calculators, platforms such as Desmos, and the Microsoft suite in their instruction. Interviews with candidates and summer Institute manager also provide evidence that candidate use student work and a student data analysis protocol to provide feedback and appropriately respond to assessment data in a way the influences and drives their instruction.

Sources of Evidence

- Lesson plans
- Instructional Units
- Candidate interviews
- Interview with summer Institute manager

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

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

Summary

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

Areas for Improvement

- EPP could provide additional evidence of or additional support or coursework emphasis on interdisciplinary skills and how mathematics can be applied across content areas. There was evidence that this was happening in the classrooms of many candidates, but there was not sufficient evidence that application and cross-curricular strategies were explicitly taught or encouraged by the program.

Opportunities for Enhancement

- EPP could offer additional support and training on the standards for mathematical practices and how to incorporate these practice standards explicitly into classroom instruction so that these practices might better impact student learning outcomes. EPP could encourage candidate to reflect and draw connections on how these practice standards impact student learning outcomes and how these practice standards are impacted by the history of mathematics.
- EPP could provide more specialized training in educational technology and its specific application to mathematics content in order to more fully prepare candidates and students for our technology-driven world and provide them with the proficiency and responsibility necessary to create a positive digital footprint.
- EPP could improve their data tracking of some standards in an effort to collect further cycles of data and use this data to guide the programs improvement decisions. The program was specifically strong in Standard 2: Learner Differences and Standard 8: Instructional Strategies, and this additional data may allow for them to move past the Acceptable and into the Exemplary category in the future.

Recommended Action on Idaho Standards for Mathematics Teachers

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

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

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

Knowledge

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – The EPP provides sufficient evidence for indicators 1a and 1b to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a well-rounded approach to science education knowledge capture to meet this standard. In particular, candidates show knowledge capture through unit plans, assignment design and study guide development.

Sources of Evidence

- Praxis exam scores
- Lesson plan, unit plan, and assignments
- Study guides

Performance

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – The EPP provides sufficient evidence for indicators 1c and 1d to demonstrate that the program is designed to meet the standard. Evidence includes candidate lesson plans, unit plans, assignments and study guides as evidence of foundational knowledge.

Sources of Evidence

- Lesson plan
- Student assignments created by candidate
- General science Praxis exam
- Candidate interviews

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

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

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

Knowledge

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provides sufficient evidence for indicators 4a through 4e to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a well-rounded approach to science education knowledge capture to meet this standard. In particular, candidates show knowledge capture through unit plans, assignment design and study guide development.

Sources of Evidence

- Principal Evaluation
- Evolution PPT
- General Science Praxis Exam

Performance

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provides sufficient evidence for indicators 4f through 4j to demonstrate that the program is designed to meet the standard. Evidence includes a candidate unit plan as evidence of performance. Conversations with a middle school science candidate provide insight into the use of core ideas, science standard alignment within the state, and model processes within the discipline.

Sources of Evidence

- Unit plan
- Candidate interview
- Independent Practice (graphic organizer review and preparation document)

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

Knowledge

- 5(a) The teacher knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The EPP provides sufficient evidence for indicator 5a to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a well-rounded approach to science education knowledge capture to meet this standard. In particular, candidates show knowledge capture through project-based learning development, field trip design, and assessments.

Sources of Evidence

- Praxis Scores
- Lesson development through Professional Development course
- Field Trip Design

Performance

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – The EPP provides sufficient evidence for indicator 5b to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of performance. In particular, candidates show knowledge capture through project-based learning development, field trip design and assessments.

Sources of Evidence

- Project Based Learning Design
- Field Trip Design
- Project Based Learning Assessment

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

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

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

Knowledge

8(a) The teacher understands how to implement Science and Engineering Practices in instructional planning.

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – The EPP provides sufficient evidence for indicators 8a through 8d to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a well-rounded approach to science education knowledge capture to meet this standard. In particular, candidates show knowledge through unit plan development, assessments, and interactive notebooks.

Sources of Evidence

- Project Lab Report outline
- Praxis exam
- Unit plan
- Interactive notebooks

Performance

- 8(e) The teacher implements Science and Engineering Practices in instructional planning.
- 8(f) The teacher uses research-based practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).
- 8(g) The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – The EPP provides sufficient evidence for indicators 8e through 8g to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of performance. The evidence provided suggests a candidate has displayed performance-based indicators in instructional planning, utilizing research and technology in teacher lesson plan design.

Sources of Evidence

- Project Lab Report outline
- Unit plan
- Interactive notebooks
- Project-based assessments

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

Knowledge

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

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

9.1 Analysis – The EPP provides sufficient evidence for indicators 9a and 9b to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a candidate has knowledge through Praxis, and through utilization of the project-based learning professional development opportunity. Furthermore, candidates interviewed explained the role and consistent support that the EPP designed professional development program provides in their continued development as a teacher and learner.

Sources of Evidence

- Project based learning professional development
- Praxis Exam
- Candidate Interviews

Performance

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

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

9.2 Analysis – The EPP provides sufficient evidence for indicators 9c and 9d to demonstrate that the program is designed to meet the standard. Evidence includes candidate activities, reflections and evaluations on domain four and continued learning through professional development. The evidence provided suggests a candidate gains performance through professional development in project-based learning, and through utilization of the project-based learning assessment. An example is given of an Ecological Footprint Activity, which provides evidence of the candidate utilizing current research in student learning within science in their instructional design. A lesson plan or an IPLP where the candidate reflected on this topic would be helpful, as would a reflection from their Coach.

Sources of Evidence

- Project-based Learning experience
- Ecological Footprint Activity
- Domain 4: Professional Responsibilities written description

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

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

Knowledge

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

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.1 Knowledge	X		

11.1 Analysis – The EPP provides insufficient evidence for indicators 11d through 11f to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a candidate gains rudimentary understanding of or experience with safety practices required to operate a laboratory. The laboratory activities provided reveal safety processes and procedures. Indicators 11d through 11f require a candidate to show understanding of ethical decision making, evaluation of a facility for compliance and knowledge of how to procure and use safety data sheets within the lab. Little evidence is provided for these three indicators.

Sources of Evidence

- Laboratory Safety PPT
- Laboratory Safety quiz
- Laboratory-Double Replacement
- Example of an MSDS sheet for Calcium Chloride

Performance

- 11(g) The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
- 11(h) The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- 11(i) The teacher ensures safe science activities appropriate for the abilities of all students.
- 11(j) The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
- 11(k) The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.
- 11(l) The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.2 Performance	X		

11.2 Analysis –The EPP provides insufficient evidence for indicators 11g through 11l to demonstrate that the program is designed to meet the standard. The evidence provided suggests

a candidate has limited or no experience with ethical decision making within a laboratory setting, nor the experience to evaluate safety or procure and use MSDS sheets. The laboratory activities provided reveal safety processes and procedures. Indicators 11g through 11l require a candidate to show understanding of ethical decision making, evaluation of a facility for compliance and knowledge of how to procure and use safety data sheets within the lab. Little evidence is provided for disposal of materials, or the implementation of emergency protocol, or ways to diversify laboratory processes to ensure activities are appropriate for all learners.

Sources of Evidence

- Lab Safety in Chemistry Class assignment
- Lab Safety Partner Practice
- Lab Safety PowerPoint
- Classroom observation and laboratory photos of safety procedures
- Candidate interviews

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.

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

12.1 Analysis – The EPP provides sufficient evidence for indicators 12a and 12b to demonstrate that the program is designed to meet the standard. Evidence includes multiple laboratory exercises as evidence of foundational knowledge. The evidence provided suggests a candidate has knowledge through Praxis, and through lesson plan development across multiple disciplines. Furthermore, candidates interviewed explained the role and consistent support that the EPP designed professional development program provides in their continued development as a teacher and learner.

Sources of Evidence

- Laboratory Lesson (multiple)
- Praxis Exam
- Candidate Interviews
- Classroom observations

Performance

- 12(c) The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.
- 12(d) The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

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

12.2 Analysis – The EPP provides sufficient evidence for indicators 12c and 12d to demonstrate that the program is designed to meet the standard. Evidence includes multiple laboratory exercises as evidence of performance. The evidence provided suggests a candidate has knowledge through Praxis, and through lesson plan development across multiple disciplines. Furthermore, candidates interviewed explained the role and consistent support that the EPP designed professional development program provides in their continued development as a teacher and learner. Finally, a classroom observation and discussion with a current candidate revealed the use of varied instructional strategies utilized.

Sources of Evidence

- Laboratory lessons
- Candidate interviews
- Classroom observations

Summary

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

Areas for Improvement

- One area for improvement would be to have candidates in science complete a laboratory safety workshop or reflect on a laboratory safety and ethical behaviors to model and show their knowledge and experience.

Recommended Action on Idaho Foundation Standards for Science Teachers

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

IDAHO STANDARDS FOR BIOLOGY TEACHERS

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

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

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

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

Knowledge

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provides sufficient evidence for indicators 4a through 4d to demonstrate that the program is designed to meet the standard. Evidence includes multiple laboratory exercises as evidence of foundational knowledge. The evidence provided suggests a candidate has knowledge through Praxis, and through lesson plan development across the spectrum of biological sciences. A candidate’s completion of Praxis coupled with the evidence provided show depth and breadth of knowledge.

Sources of Evidence

- Praxis exam
- Assignments
- Lesson plans

Performance

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provides sufficient evidence for indicators 4e through 4f to demonstrate that the program is designed to meet the standard. Evidence includes multiple examples of lesson plans, assignments and reflections as evidence of Performance.

Sources of Evidence

- Lesson plans
- Unit plans with Danielson alignment
- Candidate interviews

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

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

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

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

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

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

Summary

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

Areas for Improvement

Opportunities for Enhancement

- One area to improve would be to include ways for candidates to show cycles of data, and improvement, as well as some form of growth. For instance, an IPLP that allows the reviewer to see the candidate's reflection.

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.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provides insufficient evidence for indicators 4a through 4r to demonstrate that the program is designed to meet the standard. The Praxis exam, if taken and passed by the candidate, would be sufficient to prove a candidate has foundational knowledge. If a candidate were to enroll in TFA, other sources of evidence for this standard and its indicators could include lesson plans, candidate interviews and observations, evaluations, unit plans, and IPLP's for example.

Sources of Evidence

- Praxis (If a student completes Praxis, they would meet this standard)

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 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – The EPP did not have any candidates enrolled in this content area. Therefore, they did not have evidence to support these performance indicators for Standard 4.

Sources of Evidence

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

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

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

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

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

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

Summary

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

Areas for Improvement**Opportunities for Enhancement**

- The only thing to explore here are “ways to attract candidates in this area!”

Recommended Action on Idaho Standards for Chemistry Teachers

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

IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS

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

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

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

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

Knowledge

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provides insufficient evidence for indicators 4a through 4c to demonstrate that the program is designed to meet the standard. The Praxis exam, if taken and passed by the candidate, would be sufficient to prove a candidate has foundational knowledge. If an Earth and Space candidate were to enroll in TFA, other sources of evidence for this standard and its indicators could include lesson plans, candidate interviews and observations, evaluations, unit plans, and IPLP’s for example.

Sources of Evidence

- Praxis (if taken, this exam would be sufficient for knowledge in this content area)

Performance

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – The EPP did not have any candidates enrolled in this content area. Therefore, they did not have evidence to support these performance indicators for Standard 4.

Sources of Evidence

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

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

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

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

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

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

Summary

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

Areas for Improvement**Opportunities for Enhancement**

- The only thing to explore here are “ways to get candidates in this area!”

Recommended Action on Idaho Standards for Earth and Space Science 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.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provides sufficient evidence for indicators 4a through 4c to demonstrate that the program is designed to meet the standard. Evidence includes multiple laboratory exercises as evidence of foundational knowledge. The evidence provided suggests a candidate has knowledge through Praxis, and through lesson plan development as well as assignment creation, across the Physics spectrum.

Sources of Evidence

- Praxis exam
- Lesson plans
- Assignments

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 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provides sufficient evidence for indicators 4d through 4f to demonstrate that the program is designed to meet the standard. Candidate work in the form of lesson plans, unit plans, and assignments provided evidence of the ability to develop conceptual models, evaluate models, and apply mathematical principals. Candidate interviews provided further insight into the preparedness of candidates and the ability of a candidate to apply their knowledge to the classroom setting.

Sources of Evidence

- Unit plans
- Lesson plans
- Assignments

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

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

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

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

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

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

Summary

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

Areas for Improvement

- Further evidence in the form of IPLP's, evaluations, peer reviews, parent or teacher evaluations, or candidate reflections would help substantiate this evidence and bolster the standard. Such evidence would also lean toward an exemplary rating if it showed growth in the candidate from year to year.

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.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA’s own coursework, candidates are knowledgeable and understand how learners grow and develop across the cognitive, linguistic, social-emotional, and physical areas to develop appropriate challenging learning experiences.

Sources of Evidence

- Boise State University College of Education ED-CIFS 581 syllabus
- Differentiated assessments
- Handouts used for class review activity

Performance

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – TFA has very few program completers, and while evidence provided by a program completer is compelling, there are not enough candidate work samples and lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating.

Sources of Evidence

- Interview with a program completer
- Project assigned by the teacher. Learners are positioned to craft an argument around a recent event that is relevant to civic life - in this case, the Financial Crisis of 2008-2009

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

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

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

Knowledge

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA's own coursework, candidates are *teachers that have* a broad knowledge

base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).

Sources of Evidence

- Assessment rubrics, lesson plans and unit plans in History
- Assessment rubrics, lesson plans and unit plans in World History

Performance

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – TFA-Idaho has very few program completers, and while evidence provided by a program completer is compelling, there are not enough candidate work samples and lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating

Sources of Evidence

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

Knowledge

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA’s own coursework, candidates are *teachers that can* incorporate 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.

Sources of Evidence

- Handouts that are used for a class review activity
- Screenshots of websites that contain data contrasting two Idaho high schools. The teacher uses these pages as resources for a culture-building activity with learners in the beginning of the semester.
- TFA Coursework Geography

Performance

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – TFA-Idaho has very few program completers, and while evidence provided by a program completer is compelling, there are not enough candidate work samples and lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating

Sources of Evidence

- Handouts used for a class review activity
- Screenshots of websites that contain data contrasting two Idaho high schools, which the teacher uses as resources for a culture-building activity with learners in the beginning of the semester.

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

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

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

Knowledge

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Based on TFA recruiting practice and methods, undergraduate coursework requirements, and TFA’s own coursework, candidates are *teachers that can* incorporate 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. Artifacts and Interview with a completer, review of lesson plans and assignments, and course syllabus provide evidence that TFA is sufficient in demonstrating an adequate ability to meet. The interview demonstrated that the teacher understands Standard #6 and uses multiple methods of assessment to engage learners and monitor learner progress.

Sources of Evidence

- Interview with a program completer
- Four lesson plans from the teacher’s introductory unit on basic economic concepts
- Lesson plan for learners in Advanced Placement Macroeconomics.
- Handouts used for a class review activity
- Contract signed by the teacher to certify his position as a Grade- Level Team Leader.
- Letter from the curriculum specialist at the teacher’s school district certifying the teacher’s participation in a Social Studies Curriculum Adoption Committee.

Performance

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance	X		

8.2 Analysis – TFA-Idaho has very few program completers, and while evidence provided by a program completer is compelling, there are not enough candidate work samples, lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating.

Sources of Evidence

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

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

Summary

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

Areas for Improvement

- TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. By providing the suggested evidence could move this to an acceptable rating.

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 ECONOMICS 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 basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, supply and demand credit/debt, market incentives, interest rate, imports/exports).
- 4(b) The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.
- 4(c) The teacher understands the functions and characteristics of money.
- 4(d) The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).
- 4(e) The teacher knows different types of economic institutions and how they differ from one another (e.g., market structures, stock markets, banking institutions, labor unions).
- 4(f) The teacher understands how economic institutions shaped history and influence current economic practices.
- 4(g) The teacher understands the principles of sound personal finance and personal investment.
- 4(h) The teacher understands fiscal and monetary policy.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – TFA provides sufficient evidence for indicators Standard #1, #3, and #4 to demonstrate that the program is designed to meet the Idaho Standards for Economics Teachers. Evidence includes the candidate’s syllabus, assigned coursework to pupils and transcripts.

Through artifacts #1, #3, 9 it is clear that the candidates understand how learner’s growth and development vary individually and has created environments to support individual and collaborative learning that is meaningful for most learners to assure mastery of the content. However, the Standard #2 lacks sufficient content that ensures inclusive learning environments that enable each learner to meet high standards and, based on artifacts provided the candidate does not make it clear that pupils are meeting 4(c) the functions and characteristics of money but does an outstanding job of teaching the larger impacts of forces on the characteristics of the American Economy.

Sources of Evidence

- Test A and Test A with Special Education accommodations
- Handouts used for a class review activity
- Financial Crisis assignment
- Course syllabus
- Federal Reserve anchor charts

Performance

- 4(i) The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.
- 4(j) The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.
- 4(k) The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.
- 4(l) The teacher illustrates how economic indicators influence historic and current policy.
- 4(m) The teacher provides examples of the principles of business organizations and entrepreneurship.
- 4(n) The teacher fosters understanding of the important role of economic systems on economic growth.
- 4(o) The teacher develops learner understanding of economic issues through application of cost/benefit analyses.
- 4(p) The teacher conveys the importance and implications of the global marketplace.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Artifacts, an interview with a completer, and review of lesson plans, assignments, and course syllabus provide evidence that TFA is sufficient in demonstrating an adequate ability to meet Content Knowledge 4.2 performance content.

Sources of Evidence

- Interview with a program completer

- Four lesson plans created by the teacher for the first unit of Economics - Basic Economic Concepts.
- Lesson plan for learners in Advanced Placement Macroeconomics.

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

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

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

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

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

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

Summary

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

Areas for Improvement – To move from acceptable to exemplary evidence must show a comprehensive system of assessing candidate knowledge and performance skills. Evidence must show a triangulation of data sources, including multiple levels of performance artifacts, at least (3) cycles of data and psychometric methods confirming the credibility of the decision regarding candidate progress.

Recommended Action on Idaho Standards for Economics Teachers

- Approved
- Conditionally Approved – (Due to the conditional approval of the Foundation Standards)
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR GEOGRAPHY 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 five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.
- 4(b) The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA’s own coursework, candidates understand the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.

Sources of Evidence

- Geography course module
- Modern World History course module
- Medieval History and the Renaissance course module

Performance

- 4(a) The teacher uses past and present events to interpret political, physical, and cultural patterns.
- 4(b) The teacher connects the earth’s dynamic physical systems to its impact on humans.

- 4(c) The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.
- 4(d) The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.
- 4(e) The teacher incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – TFA-Idaho has very few program completers. There are not enough candidate work samples, lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating.

Sources of Evidence

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

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

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

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

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

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

Summary

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

Areas for Improvement - TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. By providing the suggested evidence could move this to an acceptable rating

Recommended Action on Idaho Standards for Geography 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.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis –TFA recruiting practice and methods, undergraduate coursework requirements, and TFA’s own coursework does not support that candidates are *teachers that* understand all eight of the content examples 4(a) through 4(h)

Sources of Evidence

- TFA supplied document Secondary Social Studies Vision for Learning
- TFA supplied assessments and unit plans in U.S. History
- Completion and satisfactory passing score of the Praxis exam

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 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. Providing the suggested evidence could move this to an acceptable rating

Sources of Evidence

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

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

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

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

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

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

Summary

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

Areas for Improvement - TFA needs to develop artifacts that shows coursework that demonstrate that candidates are trained as Government/Political Science teachers. Current TFA modules include United States History, World History, Ancient Civilizations, Medieval History and Renaissance, Modern World History and Geography. Artifacts or evidence showing content knowledge or performance knowledge to be effective American Government/Political Science teachers.

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.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA’s own coursework, candidates are *teachers that* understand all eight of the content examples 4(a) through 4(h)

Sources of Evidence

- History lesson plans
- History unit plans
- History assessment rubrics

Performance

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. Providing the suggested evidence could move this to an acceptable rating

Sources of Evidence

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

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

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

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

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

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

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

Summary

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

Areas for Improvement

- TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. The lack of this evidence is the reason for the unacceptable rating in the performance category.

Recommended Action on Idaho Standards for History Teachers

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