IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT- MID-CYCLE FOCUS VISIT
IDAHO STATE UNIVERSITY
NOVEMBER 10–13, 2018

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"Idaho State University, a Carnegie-classified doctoral research and teaching institution founded in 1901, attracts students from around the world to its Idaho campuses. At the main campus in Pocatello, and at locations in Meridian, Idaho Falls and Twin Falls, ISU offers access to high-quality education in more than 250 programs. Over 12,000 students attend ISU, receiving education and training in those programs. Idaho State University is the state's designated lead institution in health professions.

Idaho State University faculty and students are leading the way in cutting-edge research and innovative solutions in the areas of energy, health professions, nuclear research, teaching, humanities, engineering, performing and visual arts, technology, biological sciences pharmacy and business. Idaho State University combines exceptional academics amidst the grand natural beauty of the West. ISU is at the heart of an outdoor-lover's paradise and a short drive to some of America's greatest natural wonders and exciting outdoor recreation opportunities."

(Source: https://www.isu.edu/about/)

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Idaho State University meet state standards for initial certification. A twelve-member state program approval team, accompanied by two state observers, conducted the review. The standards used to validate the State Report were the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel*. 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. Individual program foundation and enhancement standards were reviewed as well as state specific requirements.

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: course syllabi and other course materials (lessons/assignments, readings, exams, etc.); candidate performance on key indicators such as Praxis exams and other performance-based assessments; examples of lesson plans and unit plans created by candidates; evaluations from candidate student teaching placements; and interviews with current candidates, recent program completers, and university faculty.

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.)

Standards/Program	Recommendation	Notes
State Specific Requirements: Idaho Comprehensive Literacy Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	Standard 3.2 performance, unacceptable: *Due to insufficient evidence*
State Specific Requirements: Pre-Service Technology Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements: Model Pre-Service Student Teaching Experience	☒ Approved ☐ Conditionally Approved ☐ Not Approved	Standard 2 (EPP supervisor), unacceptable: *Due to insufficient evidence*
State Specific Requirements: Institutional Recommendations	☒ Approved ☐ Conditionally Approved ☐ Not Approved	Standard 9, Administrator certificate only, unacceptable: *Due to insufficient evidence*
Idaho Standards for Bilingual Education and English as a New Language (ENL) Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	Standard 9.2 performance: unacceptable *Due to insufficient evidence*
Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	*Conditionally approved due to no evidence collected for early childhood specific indicators*
Idaho Foundations Standards for Communication Arts Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	4.2 performance, unacceptable, 9.2 performance, unacceptable: *Due to lack of evidence due to lack of completers* *Conditionally approved due to lack of completers*

Standards/Program	Recommendation	Notes
Idaho Standards for Journalism Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	4.2 performance, unacceptable: *Lack of evidence due to lack of completers* *Conditionally approved due to lack of completers*
Idaho Standards for Speech and Debate Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	4.2 performance, unacceptable: *Insufficient evidence due to lack of completers* *Conditionally approved due to lack of completers*
Idaho Standards for English Language Arts Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Exceptional Child Generalists	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Special Education Teachers of Students who are Deaf/Hard of Hearing	☐ Approved ☒ Conditionally Approved ☐ Not Approved	Standards 1.2, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2, 8.2, 9.2, 10.2 performance, standard 7.1 knowledge: unacceptable *Due to lack of completers* *Conditionally approved due to insufficient evidence and lack of completers*
Idaho Standards for Mathematics Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	

Standards/Program	Recommendation	Notes
Idaho Foundation Standards for Professional-Technical Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	Standards 1.2, 4.2, 7.2, 8.2, 9.2, 10.2, 11.2, 12.2 performance: unacceptable *Each marked unacceptable due to lack of completers* *Conditionally approved due to lack of completers*
Idaho Standards for Family and Consumer Science Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	Standards 1.2, 2.2, 5.2, 7.2, 8.2, 9.2 performance: unacceptable *Insufficient evidence due to lack of completers* *Conditionally approved due to lack of completers*
Idaho Foundation Standards for Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	5.1 knowledge, 5.2 performance, 9.2 performance: unacceptable *Each marked unacceptable due to lack of completers*
Idaho Standards for Chemistry Teacher	☐ Approved ☒ Conditionally Approved ☐ Not Approved	4.2 performance: unacceptable *Due to lack of completers and insufficient evidence* *Conditionally approved due to insufficient evidence and lack of completers*
Idaho Standards for Physics Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	4.2 performance: unacceptable *Due to lack of completers* *Conditionally approved due to lack of completers*
Idaho Foundation Standards for Social Studies Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	

Standards/Program	Recommendation	Notes
Idaho Foundation Standards American Government/Political Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	4.1 knowledge: exemplary
Idaho Standards for Economics	☐ Approved ☐ Conditionally Approved ☒ Not Approved	4.1 knowledge, 4.2 performance: unacceptable *Due to lack of evidence* *Unapproved due to lack of evidence*
Idaho Foundation Standards for Visual and Performing Arts Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	*Conditionally approved due to lack of completers*
Idaho Standards for Theatre Arts Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	*Conditionally approved due to lack of completers*
Idaho Standards for Visual Arts Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	*Conditionally approved due to lack of completers*
Idaho Foundation Standards for World Languages Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	Standard 6.2, 7.2, 8.2, 10.2 performance: unacceptable *Due to lack of evidence* *Conditionally approved due to lack of evidence*
Idaho Standards for Online Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	Standards 7.2, 8.2, 9.2 performance: unacceptable *Each marked insufficient due to lack of completers*
Idaho Foundation Standards for the Preparation of School Administrators	☐ Approved ☐ Conditionally Approved ☐ Not Approved	*Not reviewed, prerequisite for Special Education Directors*

Standards/Program	Recommendation	Notes
Idaho Standards for Special Education Directors	☐ Approved ☒ Conditionally Approved ☐ Not Approved	5.1 knowledge, 5.2 performance 10.1 knowledge, 10.2 performance, 12.1 knowledge, 12.2 performance: unacceptable *Insufficient evidence and lack of completers* In April 2019, the PSC accepted ISU's rejoinder and voted to move Special Education Director to Conditionally Approved due to insufficient evidence and lack of completers.

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

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

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

Unacceptable	Acceptable	Exemplary
• **The program provides evidence that candidates meet fewer than 75% of the indicators.**	• The program provides evidence that candidates meet 75%-100% of the indicators • The program provides evidence candidates use assessment results in guiding student instruction (when applicable).	• 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.

STATE SPECIFIC REQUIREMENTS

IDAHO COMPREHENSIVE LITERACY STANDARDS

Standard I: Foundational Literacy Concepts. The teacher demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction. (Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)

Knowledge

1(a)   The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.

1(b)   The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.

1(c)   The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

Standard 1 Foundational Literacy Concepts	*Unacceptable*	*Acceptable*	*Exemplary*
1.1 Knowledge		X	

1.1 Analysis – Course syllabi, including course assignments, rubrics, and guidelines indicate knowledge standards are met for Foundational Literacy Concepts. Reports on pass percentages for different standards of the Idaho Comprehensive Literacy Assessment indicate Standard 1 (Foundational Literacy Concepts) have a lower initial pass rate than Standards 2 and 3.

   Sources of Evidence

- Course Syllabi (EDUC 3321, 3322)
- Basal Inquiry Report rubrics
- Reports of ICLA
- Case study guideline and rubrics

Performance

1(d)   The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.

1(e)   The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.

1(f)   The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

Standard 1 Foundational Literacy Concepts	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Course syllabi, including course assignments, rubrics, and guidelines adequately address standards for Foundational Literacy Concepts. Reports on pass percentages for different standards of the Idaho Comprehensive Literacy Assessment indicate Standard 1 (Foundational Literacy Concepts) has a lower initial pass rate than Standards 2 and 3. Course assignments indicate they could demonstrate performance standards via candidate artifacts. The Basal Inquiry Report analyzes how one might use a basal reader to teach reading; however, no lesson plans are included. Evidence of planning for 1d and 1e is not provided. The adaptations portfolio identifies selection and modification of reading instructional strategies and routines for comprehension and, potentially, fluency (1f).

Sources of Evidence

- Course Syllabi (EDUC 3321, 3322)
- Basal Inquiry Report
- Reports of ICLA

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

Knowledge

2(a)   The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.

2(b)   The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.

2(c)   The teacher understands text complexity and structures and the importance of matching texts to readers.

2(d)   The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.

2(e)   The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.

2(f)   The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

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

2.1 Analysis – Course syllabi and pass scores on ICLA reports serve as acceptable evidence for knowledge standards for Standard 2, Fluency, Vocabulary, Development, and Comprehension. Interviews with candidates also indicated they practiced writing lesson plans for literacy concepts and were observed in early field experiences.

Sources of Evidence

- Course Syllabi (EDUC 3322, 4419)
- Pass Scores on ICLA
- Interviews

Performance

2(g) The teacher identifies a variety of high-quality literature and texts within relevant content areas.

2(h) The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.

2(i) The teacher can analyze texts to determine complexity in order to support a range of readers.

2(j) The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.

2(k) The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.

2(l) The teacher uses oral and silent reading practices selectively to positively impact comprehension.

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

2.2 Analysis – Candidate pass rates indicated on ICLA reports run in Taskstream demonstrate meeting performance standards for ICLS 2. Course assignments, such as the annotated bibliography, indicate candidates are asked to review multiple text genres and instructional strategies. The lesson plans and reflections provided for Standard 2 indicate performance standards for vocabulary.

- Story Hour 2 PowerPoint slides with lesson plan, reflection and differentiation for English Language Learners provided
- Adaptations Portfolio
- Interviews with Candidates

Standard III: Literacy Assessment Concepts. The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders. (Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, and Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)

Knowledge

3(a)   The teacher understands terms related to literacy assessment, analysis, and statistical measures.

3(b)   The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.

3(c)   The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.

3(d)   The teacher understands how to use literacy assessment results to inform and guide intervention processes.

3(e)   The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.

3(f)   The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

Standard 3 *Literacy Assessment Concepts*	*Unacceptable*	*Acceptable*	*Exemplary*
3.1 Knowledge		X	

3.1 Analysis – Course syllabi and ICLA scores indicate Standard 3 Literacy Assessment Concepts are met. Interviews with mentor teachers indicate candidates practice Idaho Reading Indicator assessments and progress monitoring in field experiences.

Sources of Evidence

- Course syllabi (EDUC 3322, 4419)
- ICLA Scores
- Interviews

Performance

3(g)   The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.

3(h)   The teacher utilizes literacy assessment results to inform and guide intervention processes.

3(i)   The teacher can measure and determine students' independent, instructional, and frustration reading levels.

3(j)   The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

Standard 3 Literacy Assessment Concepts	Unacceptable	Acceptable	Exemplary
3.2 Performance	X		

Analysis – Assignments and rubrics from EDUC 4419 indicate performance standards are addressed for literacy assessment. Candidates complete a case study assignment engaging in reading diagnosis and assessment. Mentor teachers indicate candidates do practice with "state-specific literacy assessments." Adaptations portfolio artifacts indicate candidates could suggest different strategies for differentiating instruction; however, these are not connected directly to "literacy assessment results." Minimal evidence was provided for 3g "The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments" as these lesson plans and adaptations were created as conjecture and no evidence was provided for authentic implementation (and evaluation) in a field experience setting.

Sources of Evidence

- Adaptations Portfolio
- EDUC 4401 and 4419 assignment

Summary

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

Areas for Improvement

- More attention to Standard III, Indicator 3g (selecting, administering, and interpreting assessments), would provide evidence for meeting diagnostic literacy assessment practices.

Recommended Action on Idaho Comprehensive Literacy Standards

☒   Approved

☐   Conditionally Approved

☐   Insufficient Evidence

☐   Lack of Completers

☐   New Program

☐   Not Approved

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.

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

Standard 1	*Unacceptable*	*Acceptable*	*Exemplary*
Facilitate and Inspire Student Learning and Creativity		X	

Standard 1 Analysis – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate Standard 1 Facilitate and Inspire Student Learning and Creativity are addressed in coursework. Interviews with candidates, completers, supervisors and mentor teachers indicated ISU candidates are well-prepared for preparing instructional activities supported by technology. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard.

   Sources of Evidence

   - EDUC 3311 Syllabus
   - EDUC 3311 assignments and rubrics/guidelines
   - ISTE Project Rubric; Webquest Rubric; Virtual Group Assignments
   - Performance reports by standard indicate 1b and 1c are 64% and 69% respectively
   - Tech Portfolios from 3311

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.***

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*
Design and develop digital age learning experiences and assessments		X	

Standard 2 Analysis – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate that Standard 2 Design and develop digital age learning experiences and assessments are addressed in coursework. Interviews with supervisors and mentor teachers indicated ISU candidates plan lessons with technology (including assessments) in their student teaching field experiences. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard.

Sources of Evidence

- 3311 Webquest assignment
- 3311 Tech portfolios
- Interviews with candidates, completers, and mentor teachers

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

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

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

Standard 3 Analysis – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate that Standard 3 Model digital age work and learning are addressed in coursework. Interviews with candidates, completers, supervisors and mentor teachers indicated ISU candidates implement technology-based lessons in their student teaching placements. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard.

Sources of Evidence

- Weebly website examples for communicating with students, peers, parents, and community members
- Candidate discussion forums during 3311 coursework
- 3311 syllabus and rubrics/guidelines

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

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

   b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

   c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

   d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

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

Standard 4 Analysis – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate Standard 4 Promote and model digital citizenship and responsibility are addressed in coursework. Candidate interviews indicated Assistive Technology coursework and assignments addresses how to meet diverse needs of all learners. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard. Minimal attention is paid global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.

Sources of Evidence

- 3311 Portfolios
- 3311 Syllabus, Rubrics, Guidelines
- Taskstream analysis reports of scores per standards

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 – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate Standard 5 Engage in professional growth and leadership are addressed in coursework. Reflections in the portfolios indicate specific attention to leadership and research for growth in professional practice. Self-renewal is evident in candidate artifacts. Interviews indicate candidates are well-prepared and exhibit leadership in technology pedagogy. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard.

Sources of Evidence

- 3311 Portfolio reflections
- 3311 discussion board forums
- Syllabus
- Interviews

Summary

Summary	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Pre-Service Technology Standards	5	0	5	0

Areas for Improvement

- Interviews with mentor teachers indicate teacher candidates and completers are very well-prepared to use technology in their teaching and professional activities. A potential area for attention in the program is having a "back-up plan" for when instructional technology fails in the classroom due to technical difficulties.

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.

Standard 1	Unacceptable	Acceptable	Exemplary
Mentor Teacher		X	

Standard 1 Analysis – Institutional documents and a mentor teacher survey demonstrate that indicators 1a through 1c are met. Interview with Field Experience Supervisor indicates initial contact with administrators listing these requirements is the first step while the follow-up survey confirms these attributes are met. Interviews with mentor teachers and supervisors indicate there are different levels of co-planning and co-teaching. Mentor teachers do conduct observations and provide feedback on candidate teaching. The mentor teachers are not evaluated by candidates.

> *Sources of Evidence*
> - Mentor Teacher Survey
> - Placement Request Email to Principals
> - Interviews

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 – Institutional documents (e.g., supervisor survey) indicate teaching experience is required. Interviews with supervisors and Director indicate "proficiency in assessment of teacher performance with ongoing rater reliability" are not present requirements for EPP supervisors. A plan for moving forward in meeting this standard is being outlined. EPP supervisor interviews indicate they do receive some feedback from candidate evaluations. Systems for documenting Standard 2 requirements are being discussed and should be in place in near future.

Sources of Evidence

- Interviews with candidates and supervisors
- Institutional documents
- Interview with Director of Field Experiences

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 – Mentor teachers indicate they receive support from EPP representatives in their work. There is evidence of shared observations in files where mentor teachers and supervisors work together. An interview with the Director of Field Experiences indicates full-day seminars where candidates engage in development in ideas connected to school district focus areas (e.g., trauma and resilience). The Director also visits each placement classroom to provide support to mentor teachers and candidates. There is limited evidence connected to partnership systems and structures being in place to sustain activities or connected to the conceptual framework.

Sources of Evidence

- Interview with Director
- Interview with Mentor Teachers
- Notes from a partner meeting

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

4(a)   Passed background check

4(b)   Competency in prior field experience

4(c)   Passed all required Praxis tests

4(d)   Completion of all relevant coursework

4(e)   Possesses dispositions of a professional educator

Standard 4	Unacceptable	Acceptable	Exemplary
Student Teacher		X	

Standard 4 Analysis – Interviews with candidates, the Director, and a review of candidate files indicate 4a – 4e requirements are being met. Institutional Recommendation Audit indicates Praxis assessments are passed prior to student teaching. The Director interviews all candidates individually before placing them for student teaching, and there is an interview with dispositional criteria to be formally admitted to Teacher Education.

Sources of Evidence

- Interview with candidates
- Interview with Director
- Review of candidate files

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 – Candidate files hold multiple observations from mentor teachers and supervisors. There are 10 observations required over the course of 13 weeks of student teaching. Interviews with candidates, supervisors and the Director indicate a common summative assessment, Individualized Professional Learning Plan, and influence on student learning are all documented in student teaching. 5g will be evidenced through this process per individual programs.

Sources of Evidence

- Candidate files
- Interview with Director
- Interview with candidates and supervisors

Summary

Summary	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Model Preservice Student Teaching Experience Standards	5	1	4	0

Areas for Improvement

- Creation of a plan for "proficiency in assessing teacher performance with ongoing rater reliability" for all EPP supervisors.
- Documentation of "proficiency" for all EPP supervisors meeting teacher observation/evaluation state requirements.
- Creation of system for candidate and school professional evaluations of supervisors.

Recommended Action on Model Preservice Student Teaching Experience Standards

☒ Approved

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

☐ Not Approved

INSTITUTIONAL RECOMMENDATIONS

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

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

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

Standard 1	Unacceptable	Acceptable	Exemplary
State Board Approved Program		X	

***Standard 1 Analysis* –** All areas of endorsement indicated on the randomly selected institutional recommendations were State Board approved preparation program areas. There were a total of four (4) institutional recommendations for mathematics, of which two (2) were for grades 6-12. Both did not include the minimum 20 credit requirement in mathematics, and one (1) did not include the requirement of second year calculus.

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

Standard 2	Unacceptable	Acceptable	Exemplary
Content Knowledge Assessment		X	

***Standard 2 Analysis* –** Ninety-three percent (93%) of the institutional recommendations provided evidence the candidate passed the State Board approved content area assessment. One institutional recommendation did not include the corresponding history assessment, and one included the incorrect mathematics assessment.

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

Standard 3	Unacceptable	Acceptable	Exemplary
Pedagogy		X	

Standard 3 Analysis – Eighty four (84%) of the institutional recommendations provided evidence the candidate completed a methods course in all areas of endorsement. Elementary math methods was used for candidates completing the Mathematics - Basic (5-9) in conjunction with an All Subjects (K-8) endorsements. Candidates completing a Mathematics (6-12) did not complete any math methods coursework. IDAPA Rule requires at least two (2) semester credits must be focused on secondary mathematics pedagogy for all mathematics endorsements. Institutional recommendations included a common summative assessment indicating competency in pedagogy of the area of endorsements.

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

Standard 4	Unacceptable	Acceptable	Exemplary
Performance Assessment		X	

Standard 4 Analysis – Random selection of institutional recommendations included common summative assessments with a basic or higher rating in all components.

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

Standard 5	Unacceptable	Acceptable	Exemplary
Clinical Experience		X	

Standard 5 Analysis – Approximately sixty-five percent (65%) of randomly selected institutional recommendations included evidence that candidates completed clinical experience in all areas of endorsements. Majority of the lack of evidence was from the additional content area for elementary candidates; there was evidence for the elementary placement, but not evidence for the specific 5-9 grade level endorsement. All randomly selected institutional recommendations had at least one clinical experience based on their endorsements.

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

Standard 6	*Unacceptable*	*Acceptable*	*Exemplary*
Student Achievement		X	

Standard 6 Analysis – Evidence provided that candidates have the ability to produce measurable student achievement/success and create student learning objectives for those candidates whose information was stored in Taskstream.

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

Standard 7	*Unacceptable*	*Acceptable*	*Exemplary*
Individualized Professional Learning Plan		X	

Standard 7 Analysis – Random selection of institutional recommendations included individual professional learning plan.

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

Standard 8	*Unacceptable*	*Acceptable*	*Exemplary*
Adding Endorsement Only		X	

Standard 8 Analysis – All areas of endorsement indicated on the randomly selected institutional recommendations, including adding endorsements, were approved preparation program areas by the State Board of Education.

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

Standard 9	Unacceptable	Acceptable	Exemplary
Administrator Certificates Only	X		

Standard 9 Analysis – Randomly selected institutional recommendations for administrators included training in conducting evaluations. There is no evidence that the administrators have demonstrated proficiency. This is an area that the program will need to develop in order to include evidence that administrator candidates are proficient.

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Institutional Recommendations	9	1	8	0

Areas for Improvement

- Include a secondary mathematics methods course to all mathematics endorsements, including grade 5-9 and 6-12 in order to meet IDAPA Rule.

- Include a process for measuring proficiency in administrator ability to conduct teacher evaluations based on the statewide framework for evaluation.

Recommended Action on Institutional Recommendations

☒   Approved

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

☐   Not Approved

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

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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 (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual-ENL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

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

Knowledge
1. The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.
2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.
3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.
4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).
5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).

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

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

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

1.1 Analysis – Candidates have knowledge and understanding of key components and structure found in a language rich environment as demonstrated by documentation of course realignment by education department and stakeholders, autonomy candidates have to structure course sequence for the endorsement as needed, and evidence listed on syllabi for variety of assignments,

Sources of Evidence

- Changes made to course list for English as a New Language endorsement program (copy of Google document and meeting minutes)
- Assignments listed on syllabi (Linguistic Forum, Linguistics Reading Groups, field reports)
- Assignments designed for understanding language rich environments (reading, writing, listening and speaking)

Performance

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

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

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

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

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

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

1.2 Analysis – Candidates are given a variety of opportunities to conduct interviews with parents and English Language teachers in a variety of settings. Candidates demonstrate knowledge and understanding of instructional strategies by creating lessons taught in schools.

Sources of Evidence

- Syllabus indicates candidate creates and teaches lesson plans after observing English Language Learners
- Evidence of candidate work sample of observations conducted in schools and experience reflection
- Culture and community interview assignment

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

Knowledge

1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.
2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

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

2.1 Analysis – Syllabi and assignment criteria demonstrate that candidates have knowledge and understanding of how students learn and develop the process of second language acquisition, and the advantages of bilingualism and biliteracy.

Sources of Evidence

- Syllabi: Linguistic Reading Groups assignment/Linguistic Forum
- Syllabi: ESL textbook evaluation assignment and rubric
- Literature Review assignment

Performance

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

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

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

4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

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

2.2 Analysis – There is acceptable evidence that candidates observe and teach lessons during practicum experiences. Reflections after these observations indicate a depth of understanding of the way culture influences learning a second language.

Sources of Evidence

- Syllabus lists requirement for lesson plan design and teaching
- Course-standard Alignment Matrix: (Knowledge and Performance)
- Candidate reflection includes evidence of observation and evaluation of student learning
- Candidate lesson plan and reflection in English Learner Profile assignment
- Cooperating teacher and university supervisor evaluations using Danielson and WiDA framework.

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

Knowledge

1. The teacher understands the nuances of culture in structuring academic experiences.

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

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

4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

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

3.1 Analysis – Evidence from course syllabi, assignments from core education courses, and an interview with the English language program coordinator indicates that candidates understand the distinctions between identification processes and appropriate accommodations/scaffolding for both English Language Learners and special education students.

> *Sources of Evidence*

- Interview with ISU English Language Learner program coordinator who described in-class discussions and lecture with candidates about the distinction between special education and English Learner identification
- Assignment identifying the distance between a first language and learning a second language and how culture can influence the distance between the two
- UDL lesson plan identifying the distinction between accommodations written for special education students and English language learners

Performance

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

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

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

4. The teacher provides appropriate accommodations that allow students to access academic content.

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

3.2 Analysis – Evidence indicates that candidates develop relationships with cooperating teachers, community members, parents, and students to develop an understanding of how culture can influence learning a second language.

Sources of Evidence

- English Language Learner coordinator interview discussing course assignments
- Field experiences including candidate interviewing community members and parents of students from diverse cultures
- Field experiences including 40 hours of practicum experience in schools with diverse learning populations. Field experiences can include teaching two or more lessons to English language learners

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

Knowledge

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

2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi and a variety of course assignments, especially in methods and cultural diversity courses, indicate that candidates have knowledge of adaptation processes to curriculum and technology resources.

Sources of Evidence

- English as a Second Language textbook review assignment.
- Software evaluation assignment
- Understanding WiDA (standards for language learners) standards assignment

Performance

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

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

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Faculty interview, candidate lesson plans, and syllabi demonstrate that candidates are able to apply strategies used to support English Language Learners.

Sources of Evidence

- Candidates develop lessons during practicum experience to teach to English Language Learners
- Interview with English Language Learner program coordinator who shared strategies taught to candidates and integrated into lesson plans taught during practicum experience
- Candidate evidence of integration of language rich strategies to support English Language Learners

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

Knowledge

1. The teacher understands the influence of culture on student motivation and classroom management.

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

5.1 Analysis – The program provides acceptable evidence throughout coursework assignments that candidates have a good understanding of how culture influences motivation in a K-12 classroom setting.

Sources of Evidence

- English Language Learner candidate Philosophy Paper indicating specifics on how culture can influence student progress
- Candidate classroom observations
- Informed Belief Statement on Diversity assignment

Performance

1. The teacher demonstrates a culturally responsive approach to classroom management.

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

5.2 Analysis – The program provides acceptable evidence that candidates understand the importance of being culturally responsive when planning classroom management techniques.

Sources of Evidence

- Candidate reflection paper written after observation experience discussing teacher interviews and classroom environment
- Candidate discusses student adaptability to regular classroom instruction
- Cooperating teacher disposition evaluation of candidate

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

Knowledge

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

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

3. The teacher understands the extent of time and effort required for language acquisition.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – The program provides acceptable evidence of the four modalities of a language rich environment throughout course curriculum.

Sources of Evidence

- Course syllabi
- Interview with English Language Learner program coordinator of course discussions and lectures given to candidates
- Candidate demonstrate knowledge of the distance between learning a first and second language on class assignments

Performance

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

2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.

3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – The program provides some evidence of candidate understanding of facilitating students' acquisition through lesson plans and candidate reflections, stakeholder interviews, and student data. Evidence was lacking in the area of using active and interactive activities to promote student learning.

Sources of Evidence

- Community and parent interviews conducted by candidate
- Pre-post student data taken by candidate
- Candidate lesson plan reflection

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

Knowledge

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

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Candidate work shows evidence of how to take into consideration students' diverse cultural backgrounds and support instruction utilizing specific strategies for English Language Learners.

Sources of Evidence

- English Language Development Standard (WiDA) assignments
- Class discussion and assignments focused on Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) along with relationship between first language (L1) and second language (L2)
- Candidate observation during multicultural assignment

Performance

1. The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 7 *Instructional Planning Skills*	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – The EPP provides acceptable evidence that candidates deliver lesson plans in a K-12 setting.

> ### *Sources of Evidence*
>
> - Disposition evaluations done by cooperating teachers on candidates after practicum hours are finished
> - English Learner profile assignment
> - Lesson plans taught by candidate and indicated on course matrix

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

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

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

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

4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.

5. The teacher is familiar with the state English language proficiency assessment.

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

7. The teacher understands appropriate accommodations for language learners being tested in the content areas.

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

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

8.1 Analysis – The EPP provides sufficient evidence of how candidates are taught to use WiDA (World-Class Instructional Design and Assessment) state specific English Language Learner standards and assessment, instructional strategies that help to scaffold learning for English learners, and how to assess areas including reading, writing, listening, and speaking.

> ### Sources of Evidence
>
> - Course assignments focused on state specific English Language Learner standards
> - Pre and post assessment data
> - Syllabi indicating how to write accommodations for English learners

Performance

1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.

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

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

4. The teacher uses appropriate accommodations for language learners being tested in the content areas.

5. The teacher uses data to make informed decisions about program effectiveness.

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

8.2 Analysis – Acceptable evidence was provided by the EPP to demonstrate that candidates use assessment when instructing English Language Learners.

> ### Sources of Evidence
>
> - Candidate lesson plans
> - Cooperating and university supervisor evaluations
> - Portfolio assignment

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

Knowledge

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

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

9.1 Analysis – The EPP provided evidence of candidates continuing to learn and grow through first-hand experiences required during course work. This included but was not limited to volunteering for community events related to cultural experiences, observation hours in schools, collaboration with cooperating teachers to support English learners, and parent interviews. A variety of course assignments helped candidates recognize the complexity of supporting English learners with understanding the importance of developing ongoing relationships with families, communities, and other stakeholders.

> **Sources of Evidence**
>
> - Syllabi
> - Observation hours connected to courses and practicum experience
> - Portfolio assignment

Performance

1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

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

9.2 Analysis– The endorsement program has had a limited number of completers at time of review. In an interview, a professor from World Languages indicated she had taken courses from the education department and has changed coursework because of this experience. No other evidence was available from alumni, completers, or candidates.

> **Sources of Evidence**
>
> - Faculty interview

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

Knowledge

1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.

2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The EPP provided considerable evidence of the importance of investing in community stakeholders when supporting English learners. A focus is placed on the way in which the culture influences the way an English Language Learns*.*

> ### Sources of Evidence
>
> - Portfolio assignment
> - Community experiences and parent interviews
> - Observation hours spent in schools and participation in community cultural events

Performance

1. The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.

2. The teacher collaborates with colleagues to promote opportunities for language learners.

3. The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – Candidates are required to spend observation hours within the community. Candidates interview parents, meet with community members, attend public school board meetings, volunteer at a local food bank, teach and support English learners, and meet with cooperating teachers.

> ### Sources of Evidence
>
> - Interviews
> - Observation hours
> - Practicum requirements

Summary

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

Areas for Improvement

- It could be beneficial for education faculty to develop a lesson plan template candidates could use which includes the four modalities.
- Candidate knowledge of how to assess (both formative and summative) in the four modalities would be helpful when candidates move to practicum and internship experiences.
- Not enough evidence was provided on whether or not candidates maintained a high level of proficiency according to the ACTFL guidelines.

Recommended Action for Bilingual Education and ENL

☒   Approved

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

☐   Not Approved

IDAHO STANDARDS FOR BLENDED/EARLY CHILDHOOD SPECIAL 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. The early childhood educator knows that family systems are inextricably tied to child development.

2. The early childhood educator understands the typical and atypical development of infants' and children's attachments and relationships with primary caregivers.

3. The early childhood educator understands how learning occurs and that children's development influences learning and instructional decisions.

4. The early childhood educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

5. The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, trauma, protective factors and resilience, and the consequences on the child's mental health.

6. The early childhood educator understands the importance of supportive relationships on the child's learning, emotional, and social development.

7. The early childhood educator understands the role of adult-child relationships in learning and development.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – The EPP provides sufficient evidence (assignments, rubrics, student lesson plans, candidate and program faculty interviews) of all knowledge indicators for Standard 1. Evidence demonstrates the program ensures 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.

Sources of Evidence

- Candidate work samples: motivation and management case study, classroom management plan assignment, instructional sequence plan, common summative assessment assignment, UDL lesson plan, severe disabilities strategies project
- Early childhood education and special education syllabi
- Candidate Interview
- Faculty interviews

Performance

1. The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

2. The early childhood educator collaborates with parents, families, specialists and community agencies to identify and implement strategies to minimize the developmental consequences of toxic (strong, frequent, and/or prolonged) stress and trauma, while increasing protective factors and resilience.

3. The early childhood educator establishes and maintains positive interactions and relationships with the child.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Interviews with candidates, candidate work samples (lesson plans, case studies, and classroom management plan), student teaching observation, family meeting conference, and candidate reflections provide evidence that teacher candidates demonstrate an adequate ability to meet Standard 1 performance indicators.

Sources of Evidence

- Candidate work samples: candidate reflection on student teaching observation, child observations, family meeting conference, development reflection essay
- Candidate interviews
- Faculty interviews
- Candidate reflection on development

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

Knowledge

1. The early childhood educator understands the continuum of medical care for premature development, low birth weight, children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

2. The early childhood educator understands variations of beliefs, traditions, and values across cultures and the effect of these on the relationships among the child, family, and their environments.

3. The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

4. The early childhood educator knows how to access information regarding specific children's needs and disability- related issues (e.g. medical, support, service delivery).

5. The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children's learning differences, and to provide access to an inclusive learning environment.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.1 Knowledge		X	

2.1 Analysis – The EPP provides sufficient evidence for all knowledge indicators to demonstrate that the program is designed to meet Standard 2 suggesting the teaching candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Evidence reviewed includes syllabi, course assignments and rubrics, ECE (Early Childhood Education) Praxis scores, as well as interviews with program candidates and program faculty.

> *Sources of Evidence*
>
> - Candidate work samples: classroom management plan assignment, assessment: comprehensive evaluation guidelines
> - Severe disabilities strategies rubric
> - Early childhood education and special education syllabi
> - Candidate interviews
> - Faculty interviews
> - ECE praxis scores

Performance

1. The early childhood educator locates, uses, and shares information about the methods for the care of children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

2. The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive technology.

Standard 2 *Learning Differences*	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		**X**	

2.2 Analysis – Interviews with candidates and faculty, review of candidate work samples, and student teaching observations provide evidence that performance indicators for Standard (2) are addressed completely.

   Sources of Evidence

- Candidate interviews
- Candidate work samples: technology portfolio (assistive technology project), tool kit case study, position and mobility project
- Student teaching observations
- Faculty 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

1. The early childhood educator understands the importance and use of routines as a teaching strategy.

2. The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.

3. The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.

4. The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical considerations inherent in behavior management.

5. The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.

6. The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

7. The early childhood educator understands that the child's primary teacher is the parent.

8. The early childhood educator understands appropriate use of evidence-based practices that support development at all stages.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – The EPP provides sufficient evidence regarding all knowledge indicators for Standard 3 demonstrating the teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Evidence reviewed included candidate work samples and rubrics, syllabi, and candidate and program faculty interviews.

Sources of Evidence

- Candidate work samples: common summative assessment, safety plan
- Literacy case study rubric
- Early childhood syllabi
- Candidate interviews
- Faculty interviews

Performance

1. The early childhood educator promotes opportunities for all children in natural and inclusive settings.

2. The early childhood educator embeds learning objectives within everyday routines and activities.

3. The early childhood educator creates an accessible learning environment, including the use of assistive technology.

4. The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

5. The early childhood educator creates an environment that encourages self-advocacy and increased independence.

6. The early childhood educator plans and implements intervention consistent with the needs of children.

7. The early childhood educator conducts functional behavior assessments and develops positive behavior supports, and creates behavior intervention plans.

8. In collaboration with the parent, the early childhood educator applies evidence-based strategies that support development at all stages in home, community, and classroom environments.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Interviews with candidates and faculty, review of candidate work samples, and framework for teaching observations provide evidence that performance indicators for Standard (3) are addressed by the EPP.

Sources of Evidence

- Framework for teaching observation of candidate
- Candidate work samples: teaching and learning plan reflection, IPLP, IEP meeting and attendance, UDL lesson plan
- Candidate interviews
- Faculty interviews

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

Knowledge

1. The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement).

2. The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs and the Council for Exceptional Children/Division of Early Childhood (CEC/DEC) Preparation Standards.

3. The early childhood educator understands the process of self-regulation that assists children to identify and cope with emotions.

4. The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

5. The early childhood educator understands the elements of play and how play assists children in learning.

6. The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

7. The early childhood educator understands that children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

8. The early childhood educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, sleeping).

9. The early childhood educator understands the comprehensive nature of children's well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

10. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 4 to demonstrate that 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. Evidence reviewed included candidate work samples, rubrics, and candidate and program faculty interviews.

Sources of Evidence

- Candidate work samples: menu assignment, USDA guideline assignment, unit plan, instructional planning sequence, UDL lesson plan
- Literacy case study rubric
- Candidate interviews
- Faculty interviews

Performance

1. The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.

2. The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.

3. The early childhood educator differentiates practices for the acquisition of skills in English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

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

4.2 Analysis – Candidate work samples, framework for teaching observation, and an IEP meeting checklist provide evidence that all performance indicators for Standard (4) are addressed by the EPP.

Sources of Evidence

- Candidate work samples: lesson plan, student teaching assignment, common summative assessment, unit plan 1, classroom management plan, IEP meeting reflection
- Framework for teaching observation
- IEP meeting checklist

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

Knowledge

1. The early childhood educator understands critical developmental processes and knows how to facilitate the growth and development of children birth through age 8.

2. The early childhood educator recognizes the role that social and emotional development plays in overall development and learning.

3. The early childhood educator knows the multiple factors that contribute to the development of cultural competence in young children birth through age 8.

4. The early childhood educator understands how to promote the development of executive functioning in children birth through age 8 (e.g. impulse control, problem solving, exploration).

5. The early childhood educator knows the importance of facilitating emergent literacy and numeracy.

6. The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 5 suggesting the teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Evidence reviewed included test scores from the National Occupational Competency Testing Institute (NOCTI), syllabi, student work samples, rubrics, and candidate and program faculty interviews.

Sources of Evidence

- National Occupational Competency Testing Institute (NOCTI) test scores
- Early Childhood Education (ECE) syllabi
- Candidate work samples: common summative assessment, instructional sequence plan, Universal Design for Learning (UDL) lesson plan
- Severe disabilities strategies rubric
- Faculty interviews

Performance

1. The early childhood educator effectively creates and maintains an environment that facilitates overall growth and development of all children (e.g. routines, materials and equipment, schedules, building relationships, assistive technology).

2. The early childhood educator builds positive relationships with children and families and encourages cultural sensitivity among children to foster social and emotional development of all children.

3. The early childhood educator utilizes a play-based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.

4. The early childhood educator effectively utilizes explicit instruction to facilitate the development of executive functioning (e.g. impulse control, problem solving, exploration).

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate work samples, assignment guidelines and rubrics, practicum observations, and framework for teaching observations provide evidence that all performance indicators for Standard (5) are addressed by the EPP.

Sources of Evidence

- Candidate work samples: lesson plans, student teaching, student reflection, UDL lesson plan

- Role playing assignment
- Practicum observation
- Framework for teaching observation
- Social problems rubric

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

Knowledge

1. The early childhood educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.

2. The early childhood educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.

3. The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

4. The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 6 demonstrate that the teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Evidence reviewed includes candidate work samples, syllabi, and candidate interviews.

Sources of Evidence

- Candidate work samples: unit plan, lesson plan, common summative assessment, assessment comprehensive evaluation report
- ECE syllabi
- Candidate interviews

Performance

1. The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).

2. The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.

3. The early childhood educator collaborates with families and professionals involved in the assessment process of children.

4. The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

5. The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g. observation, checklists, norm-referenced).

6. The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Candidate work samples as well as candidate and program faculty interviews provide evidence that all performance indicators for Standard (6) are addressed by the EPP.

Sources of Evidence

- Candidate work samples: environment reflection, student teaching work sample, lesson plan, environment design project, IEP meeting candidate reflection, classroom management plan, unit plan
- Candidate interviews
- Faculty interviews

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

Knowledge

1. The early childhood educator understands theory and research that reflect currently recommended professional practice for engaging with families and children (from birth through age 2, ages 3-5, and grades K-3).

2. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 7 suggesting the teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Evidence reviewed included student work samples (case study, classroom management plans, technology portfolio), ECE syllabi, NOCTI test scores, and program faculty interviews.

Sources of Evidence

- NOCTI tests scores
- Candidate work samples: case study, classroom management plan, technology portfolio
- ECE syllabi
- Faculty interviews

Performance

1. The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.

2. The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) Individualized Education Programs (IEP).

3. The early childhood educator facilitates transitions for children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, primary programs).

4. The early childhood educator analyzes activities and tasks and uses procedures for monitoring children's skill levels and progress.

5. The early childhood educator evaluates children's skill development in relation to developmental norms and state-adopted standards.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Candidate work samples as well as candidate and program faculty interviews provide evidence that all performance indicators for Standard (7) are addressed by the EPP. Evidence reviewed included student work samples, candidate interviews, assignment rubrics, and practicum observations.

Sources of Evidence

- Candidate work samples: candidate reflection, unit plan, common summative assessment, UDL lesson plan, student teaching work sample

- Candidate interview
- Instructional sequence rubric
- Practicum observations

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

Knowledge

1. The early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, transitions).

2. The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		**X**	

8.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 8 demonstrate the teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Evidence reviewed included student work samples (environment design project, classroom management plan, assessment comprehensive evaluation, NOCTI exam scores, technology portfolio, and development appropriate practice lesson plan), ECE and SPED syllabi, and candidate interviews.

Sources of Evidence

- Candidate work samples: environment design project, classroom management plan, assessment-comprehensive evaluation report, NOCTI exam scores, technology portfolio (assistive technology), developmentally appropriate practice lesson plan
- ECE and SPED syllabi
- Candidate interviews

Performance

1. The early childhood educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open- ended questioning, group discussion, problem solving, cooperative learning, inquiry and reflection experiences).

2. The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Candidate work samples as well as candidate and program faculty interviews provide evidence that all performance indicators for Standard (8) are addressed by the EPP. Evidence reviewed included student work samples, faculty interviews, and practicum observations.

Sources of Evidence

- Candidate work samples: developmentally appropriate lesson plan, UDL lesson plan, practicum observation, student teaching work samples, student reflection, case study
- Practicum observation
- Faculty interviews

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

Knowledge

1. The early childhood educator understands the NAEYC Standards for Early Childhood Professional Preparation and the CEC/DEC Initial Preparation Standards.

2. The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.

3. The early childhood educator understands the responsibilities as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

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

9.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 9 suggesting 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*.* Evidence reviewed included student work samples, NOCTI exam scores, technology portfolio, syllabi, and faculty interviews.

Sources of Evidence

- Candidate work samples: technology portfolio, article reading and reflection, NOCTI exam scores, director lens project
- ECE syllabi
- Faculty interviews
- NOCTI exam scores

Performance

1. The early childhood educator practices behavior congruent with the NAEYC Standards for Early Childhood Professional Preparation, CEC/DEC Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.

2. The early childhood educator practices behavior as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

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

9.2 Analysis – Candidate work samples, program faculty and candidate interviews and checklists provide evidence that all performance indicators for Standard (9) are addressed by the EPP.

Sources of Evidence

- Candidate work samples: technology portfolio, candidate reflection, director lens project
- Faculty interviews
- Director/lead teacher checklist and feedback form
- Candidate 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

1. The early childhood educator knows about state and national professional organizations (e.g., NAEYC and CEC/DEC.

2. The early childhood educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

3. The early childhood educator knows community, state, and national resources available for children and their families.

4. The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.

5. The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

6. The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.

7. The early childhood educator understands how to effectively communicate and collaborate with children, parents, colleagues, and the community in a professional and culturally sensitive manner.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 10 demonstrate that the teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. Evidence reviewed included candidate work samples, optional conference attendance, director feedback checklist form, syllabi, field trip resource activity, portfolio, National Association for the Education of Young Children (NAEYC) student membership, ECE library advisory agendas, and candidate and program faculty interviews.

Sources of Evidence

- Candidate work samples: final case study, unit plan, severe disabilities strategies project, candidate reflection, student teaching work sample
- Conference attendance (optional)
- Director feedback checklist form
- Candidate interview
- Faculty interviews
- ECE syllabi
- Field trip (local childcare resource center for Idaho Stars)
- Portfolio guidelines
- National Association for the Education of Young Children (NAEYC) member requirement
- ECE Library Advisory Board agendas
- NAEYC accreditation

Performance

1. The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, community) to support the child's development and learning.

2. The early childhood educator identifies and accesses community, state, and national resources for children and families.

3. The early childhood educator advocates for children and their families.

4. The early childhood educator creates a manageable system to maintain all program and legal records for children.

5. The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

6. The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

10.2 Analysis – Candidate work samples, program faculty and candidate interviews and checklists provide evidence that all performance indicators for Standard (10) are addressed by the EPP.

Sources of Evidence

- Candidate work samples: final case study, unit plan, severe disabilities strategies project, candidate reflection, student teaching work sample
- Conference attendance (optional)
- Director feedback checklist form
- Final exam questions
- Candidate interviews
- Faculty interviews

Summary

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

Areas for Improvement

- For two reviews in a row, there has been no evidence for the Early Childhood specific indicators available to reviewers, nor a systematic process defined to assess competencies.
- Early Childhood standards and evidence are not embedded in offered coursework in a documented way.
- See Conditional Approval Note

Recommended Action for Blended Early Childhood Education/Early Childhood Special Education

☐   Approved

☒   Conditionally Approved

        ☒   Insufficient Evidence

        No evidence provided for early childhood specific indicators

        ☐   Lack of Completers

        ☐   New Program

☐   Not Approved

IDAHO FOUNDATION STANDARDS FOR COMMUNICATION ARTS TEACHERS

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

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

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

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

Knowledge

1. The teacher understands how values and ethics affect communication.

2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.

3. The teacher knows the components and processes of communication.

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

5. The teacher understands how symbolism and language affect communication.

6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.

7. The teacher knows methods and steps of problem solving in communication arts.

8. The teacher understands the impact of outside social structures and institutions—including historical, political, social, economic, and cultural perspectives—on communication processes and messages.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Required course syllabi, PRAXIS scores, faculty interviews and College Course Catalog descriptions provide minimal but acceptable evidence that candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. Evidence for these indicators relies heavily on course syllabi which have been updated to show correlating standards for Communication Arts Teachers, Journalism teachers, and Speech and Debate Teachers. Although these have been updated, it was often difficult to determine within the rest of the syllabus just how these standard are being met within the teaching of the course. Interviews were able to fill some of these gaps. Journalism teachers do not have to take a PRAXIS; therefore PRAXIS scores provided by the EPP are not able to be used as evidence for Journalism teachers meeting standards.

Sources of Evidence

- Required course syllabi (separate classes for Speech and Debate Teachers and Journalism teachers)
- College Course Catalog course descriptions http://coursecat.isu.edu/undergraduate/education/secondaryeducation/#programstext
- PRAXIS scores for Speech and Debate Teachers
- Faculty interview CMP 1110 instructor

Performance

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

2. The teacher provides instruction and practice in conducting and applying research.

3. The teacher creates lessons that stress the importance of audience analysis and adaptation.

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

5. The teacher explains various methods of organization and their effects on the communication process.

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – There have been only 2 completers with a Communications endorsement in the last 3 years. Neither candidate provided evidence within this endorsement area so therefore no performance evidence was provided. Journalism has not had a completer in the last 3 years, therefore no performance evidence was provided. In addition, lack of a required methods course for both Speech and Debate and Journalism teachers makes the performance portion of this standard difficult to attain. This lack of methods coursework also makes it challenging for candidates to be able to create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

> ### Sources of Evidence
>
> - No 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.

Knowledge

1. The teacher understands contemporary legal standards relating to communication and media.

Standard 9 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – Course syllabi, College catalog course descriptors, faculty interview, and assignment descriptions indicate that both communications and journalism endorsement candidates have the opportunity to gain the knowledge required in the professional learning and ethical practice standard. The required courses CMP 2205 for Communication Endorsement and CMP1110 for Journalism endorsement cover these topics well.

> ### Sources of Evidence
>
> - CMP 2205 & CMP 1110 syllabi
> - Required Course assignment details
> - ISU Course catalog descriptors for required courses: http://coursecat.isu.edu/undergraduate/education/secondaryeducation/#programs text

Performance

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

Standard 9 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – There have been only 2 completers with a Communications endorsement in the last 3 years. Neither candidate provided evidence within this endorsement area so therefore no performance evidence was provided. Journalism has not had a completer in the last 3 years, therefore no performance evidence was provided. Due to lack of a required methods course, evidence for the performance portion of this standard where the candidate is expected to adapt practice to meet the needs of each learner would be difficult to attain.

Sources of Evidence

- No 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.

Summary

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

Areas for Improvement

- Required methods course

Recommended Action for Foundations of Communications

☐   Approved

☒   Conditionally Approved

        ☐   Insufficient evidence

        ☒   Lack of Completers

        ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR JOURNALISM TEACHERS

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

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

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

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

Knowledge

1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, editorial writing).

2. The teacher understands the elements of design and layout.

3. The teacher understands the purposes and elements of photojournalism (e.g., composition, processing).

4. The teacher understands the purposes, types, and rules of headline and caption writing.

5. The teacher possesses knowledge of interviewing skills.

6. The teacher knows how to organize and equip a production area.

7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, business personnel).

8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, Internet).

9. The teacher understands advertising and finance.

10. The teacher knows the fundamentals of editing.

11. The teacher understands processes of effective critiquing.

12. The teacher understands journalistic and scholastic press law and ethics.

13. The teacher understands the role of journalism in democracy.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Required course syllabi, College catalog course descriptors, and interviews provide minimal but acceptable evidence that candidates seeking a journalism 20 credit endorsement would be able to understand the central concepts, tools of inquiry. No evidence was provided to demonstrate that candidates would know how to organize and equip a production area (indicator 6), organize and supervise a student staff (indicator 7), or understand advertising and finance (indicator 9) unless they take CMP 3311 as one of their optional courses.

Sources of Evidence

- Required course syllabi
- Course Catalog:
  http://coursecat.isu.edu/undergraduate/education/secondaryeducation/#programs text
- Faculty interviews

Performance

1. The teacher instructs students in the fundamentals of journalistic style across a variety of journalistic platforms.

2. The teacher student application of design and layout techniques.

3. The teacher integrates the purposes and elements of photojournalism into the production process.

4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.

5. The teacher provides opportunities for students to practice and use interviewing skills.

6. The teacher teaches editing skills and provides opportunities for student practice.

7. The teacher provides opportunities for students to critique and evaluate student and professional work.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis - Journalism has not had a completer in the last several years, therefore no performance evidence was provided. In addition, lack of a required methods course for Journalism teachers would make the performance portion of this standard, as well as creating learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, difficult to attain.

> *Sources of Evidence*

- No 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**	**0**	**1**	**0**
Performance	**1**	**1**	**0**	**0**

Areas for Improvement

- Required methods course

Recommended Action for Journalism

☐   Approved

☒   Conditionally Approved

        ☐   Insufficient evidence

        ☒   Lack of Completers

        ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR SPEECH AND DEBATE TEACHERS

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

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

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

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

Knowledge

1. The teacher understands the models of interpersonal communication.

2. The teacher knows the processes and types of active listening.

3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.

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

5. The teacher understands rhetorical theories and practices.

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

7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.

8. The teacher understands the necessity of adapting public speaking styles and skills to various media.

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

10. The teacher knows the theories and practices of argumentation.

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

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

13. The teacher knows how to identify and minimize communication anxiety.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Required course syllabi, college course catalog course descriptors, and PRAXIS scores provide evidence that candidates applying for a communications 20 credit endorsement understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches. However, no evidence was provided to support that candidates understand types of public speaking, (indicator 6), the steps of speech preparation, rehearsal, presentation, and constructive feedback (indicator 7), or knows how to identify and minimize communication anxiety (indicator 13). In addition, evidence was limited in how the teacher knows the various types of competitive speaking events except for debate.

Sources of Evidence

- Required course syllabi (no speech syllabi were supplied and 1 4000 or above speech course if required)
- Course Catalog: http://coursecat.isu.edu/undergraduate/education/secondaryeducation/#programs text
- PRAXIS scores

Performance

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

2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.

3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.

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

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

6. The teacher provides opportunities for students to participate in debate and speaking events.

7. The teacher explains various methods of organization and their effects on the communication process.

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – There have been only 2 completers with a Communications endorsement in the last 3 years. Neither candidate provided evidence within this endorsement area so therefore no performance evidence was provided. In addition, lack of a required methods course for Speech and Debate teachers would make the performance portion of this standard, as well as creating learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, difficult to attain.

Sources of Evidence

- No 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	0	1	0
Performance	1	1	0	0

Areas for Improvement

- Requiring a methods course for Speech and Debate candidates, as well as creating learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, will serve these teacher-candidates well.
- Provide opportunities that support candidate understanding of types of public speaking and the steps of speech preparation, as well as how to identify and minimize communication anxiety.

Recommended Action for Speech and Debate

☐   Approved

☒   Conditionally Approved
        ☐   Insufficient evidence
        ☒   Lack of Completers
        ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

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

Performance

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

Standard 1 *Learner Development*	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		X	

1.2 Analysis – Syllabi requiring developmental analysis of student reading texts, candidate work samples of unit plans, classroom student diversity analysis, examples of student work, and college supervisor observation notes of candidates' teaching observations show that candidates meet the criteria for Learner Development Standard 1 Performance 1.2

Sources of Evidence

- Student diversity analysis records, candidate lesson plan units
- Course syllabi requiring analysis of adolescent literature and instruction methods
- Candidate teaching evaluations completed by college supervisor

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

Performance

1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.
2. Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 2 Learning Difference	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Course descriptions and syllabi, candidate student teaching lesson plans, student work handouts and samples, and candidate student teaching observations provide evidence that teacher candidates demonstrate performance of Standard 2 Learning Difference Performance 2.2.

Sources of Evidence

- English 2211 and 3311 Course syllabi
- Student teaching lesson plans, student work handouts
- Student work samples, candidate observations from college student teaching supervisor

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

1. 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 – Student differentiation chart showing accommodations for specific students, candidate lesson plan with assignment description, and other candidate work samples show that the candidates use knowledge of students' abilities and interests to create projects and show evidence of completion of Standard 3.2.

Sources of Evidence

- Student Differentiation chart showing interventions/accommodations for students
- Assignment description/lesson plan, projects
- Candidate work samples

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

Performance

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

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

4.2 Analysis – Candidate interviews, lesson plans, work samples, and observation notes from student teaching supervisors provide evidence that teacher candidates demonstrate performance of Standard 4.2 Content Knowledge.

Sources of Evidence

- Candidate interviews, lesson plans
- Candidate unit plan work samples
- Student teaching observation notes from supervisors

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

Performance

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

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 5.2 Application of Content.

Sources of Evidence

- Candidate interviews
- Candidate work samples
- Candidate lesson plans

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

Performance

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

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Candidate interviews, work samples, student diversity differentiation and accommodations, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 6.2 Assessment.

Sources of Evidence

- Candidate interviews
- Candidate work samples and lesson plans
- Student diversity differentiation and accommodations

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

Performance

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

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 7.2 Planning for Instruction.

Sources of Evidence

- Candidate interviews
- Candidate work samples
- Lesson plans

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

Performance

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 8.2 Instructional Strategies.

Sources of Evidence

- Candidate work samples
- Candidate interviews
- Candidate lesson plans

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

Performance

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

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

9.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 9.2 Professional Learning and Ethical Practice.

Sources of Evidence

- Candidate interviews
- Candidate work samples with reflections
- Candidate lesson plans

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

Performance

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

Standard 10 *Leadership and Collaboration*	*Unacceptable*	*Acceptable*	*Exemplary*
10.2 Performance		X	

10.2 Analysis – Completer and candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 10.2 Leadership and Collaboration.

Sources of Evidence

- Completer and candidate interviews
- Candidate work samples
- Candidate lesson plans

Summary

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

Areas for Improvement

- Completers asked for better guidance in preparation for the Praxis II ELA Content Knowledge test in both 6-12 and Middle School English Language Arts.
- First time pass rates for the last 4 years of data show a steady decline in 6-12: 100% in 14-15 (18), 94% in 15-16 (17), 84% in 16-17 (13), 63% in 17-18 (11). The Middle School results are even lower, though uneven in the trend line: 68% in 14-15 (19), 72% in 15-16 (22), 45% in 16-17 (11), 64% in 17-18 (17).
- Alignment between course offerings and Praxis preparation is not clearly delineated, and school districts' emergency hires may be contributing to the lower pass rate percentages.

Recommended Action for English Language Arts

☒　　Approved
☐　　Conditionally approved
　　　　　　☐　　Insufficient evidence
　　　　　　☐　　Lack of completers
　　　　　　☐　　New Program

☐　　Not approved

IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

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

Knowledge

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Required course syllabi, faculty interviews, required course assignments and assignment rubrics as well as PRAXIS scores indicate that candidates understand how exceptionalities may interact with development and learning. Interviews as well as course assignments provide evidence that candidates understand how language, culture, and family background influence the learning of individuals with exceptionalities as well as understanding how exceptionalities can interact with development and learning.

> ### Sources of Evidence
>
> - Required course syllabi
> - Required course assignments
> - Required course assignment rubrics
> - Faculty interviews

Performance

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Faculty and candidate interviews, required course assignments, lesson plans, and Framework for Teaching Observation forms provide evidence that candidates are able to use their knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Sources of Evidence

- Required course assignment samples
- Faculty interviews
- Candidate interviews

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

Knowledge

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

Standard 2 Learning Environments	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Syllabi, faculty and candidate interviews, required course assignments, and assignment rubrics indicate that candidates are able to create safe, inclusive, and culturally responsive learning environments. Candidate interviews as well as work samples from required courses provided sufficient evidence that candidates have the knowledge to create and modify learning environments in relationship to the learners' exceptionalities.

Sources of Evidence

- Required course syllabi
- Required course assignments

- Case study rubrics
- Faculty interviews
- Candidate interviews

Performance

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

Standard 2 *Learning Environments*	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		**X**	

***2.2 Analysis* –** Faculty and candidate interviews, required course work samples, as well as observation forms indicate that candidates are able to create safe, inclusive, culturally responsive learning environments. Candidate interviews indicated that they felt very well prepared in the knowledge and skills regarding preparing appropriate learning environments for exceptional learners.

Sources of Evidence

- Required course syllabi
- Required course assignment work samples
- Candidate interviews
- Faculty interviews

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

Knowledge

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

Standard 3 Curricular Content Knowledge	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Required course syllabi, required course assignments and assignment rubrics as well as candidate and faculty interviews provide evidence that candidates have knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate interviews indicate that an area for growth in content knowledge is the topic of literacy and literacy development.

Sources of Evidence

- Required course syllabi
- Faculty interviews
- Required course assignments
- Required course assignment rubrics

Performance

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

Standard 3 Curricular Content Knowledge	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Faculty and candidate interviews, required course work samples, lesson plans, common summative assessments, as well as framework for teaching observation forms provide evidence that candidates are able to use their knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate interviews indicated a desire for additional coursework or knowledge in the area of literacy and literacy development. Candidates reported that their knowledge of mathematics and mathematics curricula was very strong.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course work samples
- Required course lesson plans
- Required course assessments,
- Framework for Teaching Observation Forms

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

Knowledge

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

Standard 4 Assessment	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Required course syllabi, required course assessments and assignments as well as interviews provide evidence that candidates are able to use multiple methods of assessment and data-sources in making educational decisions. Candidates are able to utilize a variety of assessments, and have learned how assessment results can be used to guide educational decisions for individuals. In addition, candidates learn how to engage individuals with exceptionalities to work toward quality learning and provide guidance feedback.

Sources of Evidence

- Required course syllabi
- Required course assignment guidelines
- Faculty interviews

Performance

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

Standard 4 Assessment	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate and faculty interviews, required course assignment work samples, lesson plans and unit plans all provide evidence that candidates are able to use multiple methods of assessment and data-sources to make educational decisions for the students they teach. Candidate interviews indicate that although they have not created actual IEP plans or transitional plans, they have utilized assessment data to create mock IEP goals and IEP plans as well as transition plans and behavior plans. All candidates interviewed felt very confident in their abilities to create those types of plans once they are employed.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course assignments

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

Knowledge

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

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

5.1 Analysis – Required course syllabi, required course assignments, and interviews provide evidence that candidates are able to acquire the knowledge which helps them to select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Sources of Evidence

- Faculty interviews
- Required course syllabi
- Required course assignments
- Candidate interviews

Performance

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

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

5.2 Analysis – Interviews, required course work samples including multiple lesson and unit plans, and framework for teaching observation forms provide evidence that candidates are able to select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities. Interviews indicated that candidates believe their knowledge of best practices and evidence-based instructional strategies surpasses those of colleagues in the field and candidates from other programs that they know.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course assignments
- Framework for Teaching Observation forms

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

Knowledge

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

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

6.1 Analysis – Required course syllabi, faculty interviews, and required course assignments and rubrics provide evidence that candidates are able to gain foundational knowledge of the field and the professional Ethical Principles and Practice Standards. Although acceptable evidence was provided to meet this standard, interviews with faculty and candidates demonstrated that it is an area of concern. Interviews with faculty indicate that new classes and program structures are being put into place in response.

> ### Sources of Evidence
>
> - Required course syllabi
> - Candidate interviews
> - Faculty interviews
> - Required course assignments

Performance

1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
2. The teacher provides guidance and direction to paraeducators, tutors, and volunteers.

3. The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.
4. The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

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

6.2 Analysis – Faculty and candidate interviews, required course work samples, and required course assessments provide evidence that candidates are able to use their 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. Although sufficient evidence was found to mark this performance standard as acceptable, candidate and faculty interviews indicate that collaboration and knowledge of laws may be areas of growth for the program. In response, new program classes and guidelines are being put into place.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course assignments
- Required course assessments

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

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

6. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Standard 7 Collaboration	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Candidate and faculty interviews, required course syllabi, and required course assignments provide evidence that candidates have knowledge about collaborating with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Although evidence was sufficient for this standard, the EPP faculty and candidates have determined that this area is an area of growth and have already taken steps to increase the rigor of collaborative knowledge through new program designs and classes.

Sources of Evidence

- Required course syllabi
- Required course assignments
- Faculty interviews
- Candidate interviews

Performance

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

Standard 7 Collaboration	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Faculty and candidate interviews, required course work samples, and required course assessments all provide evidence that candidates are able to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course work samples
- Required course assignments

Summary

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

Areas for Improvement

- Candidate interviews reveal a need for additional support, coursework, and opportunity to practice skills around literacy and literacy development.
- Candidates could benefit from a greater emphasis on Professional Ethical Principles and Practice standards to inform special education practice, as well as the chance to gain a deeper knowledge of education law.

Recommended Action for Exceptional Child Generalists

☒   Approved
☐   Conditionally approved
        ☐   Insufficient evidence
        ☐   Lack of completers
        ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR SPECIAL EDUCATION TEACHERS OF STUDENTS WHO ARE DEAF/HARD OF HEARING

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

Knowledge

1. The teacher understands how etiology, age of onset, age of identification, age at provision of services, and hearing status influence a student's language development and learning.

2. The teacher understands that being deaf/hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.

3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf/hard of hearing students so they achieve age appropriate levels of literacy, academics, and social emotional development.

Standard 1 Learner Development	*Unacceptable*	*Acceptable*	*Exemplary*
1.1 Knowledge		X	

1.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of learner development for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.

2. The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.

3. The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – Due to lack of completers and/or current candidates, the program provides insufficient evidence that teacher candidates demonstrate an adequate ability to develop appropriate language, literacy, academic or social development lessons that meet the deaf or hard of hearing learner's need.

Sources of Evidence

- Interviews with faculty

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

Knowledge

1. The teacher understands how hearing status may influence student development in the following areas: sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional.

2. The teacher knows the characteristics and impacts of hearing status, and the subsequent need for alternative modes of communication and/or instructional strategies.

3. The teacher understands the need for English language learning for students whose native language is American Sign Language (ASL).

4. The teacher understands the need for differentiated instruction for language learning for emergent language users.

5. The teacher understands that an Individualized Education Plan (IEP), including all current State and Federal guidelines for deaf/hard of hearing students should consider the following: communication needs; the student and family's preferred mode of communication; linguistic needs; hearing status and potential for using auditory access; assistive technology; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), (3), (4) and (5), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of learning differences for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher uses information concerning hearing status (i.e., sensory, cognitive, communication, linguistic needs); potential for using auditory access; academic level; social, emotional, and cultural needs in planning and implanting differentiated instruction and peer interactions and communication.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create differentiated learning experiences that support each deaf or hard of hearing learner to have access, and to progress in academic and social development.

Sources of Evidence

- Interviews with faculty

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

Knowledge

1. The teacher understands the unique social and emotional needs of students who are deaf/ hard of hearing and knows strategies to facilitate the development of healthy self-esteem and identity.

2. The teacher understands that Deaf cultural factors, communication, and family influences impact classroom management of students.

3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

Standard 3 *Learning Environments*	*Unacceptable*	*Acceptable*	*Exemplary*
3.1 Knowledge		X	

3.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of learning environments for deaf or hard of hearing students.

> ### *Sources of Evidence*
>
> *   Syllabi from 2015
> *   Draft matrix for possible future program alignment to standards
> *   Interviews with faculty
> *   Course catalog

Performance

1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory access.

2. The teacher creates a learning environment that encourages self-advocacy and the development of a positive self-identity.

3. The teacher prepares students for the appropriate use of interpreters and support personnel.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance	X		

3.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that will implement developmentally appropriate and challenging learning experiences.

Sources of Evidence

- Interviews with faculty

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

Knowledge

1. The teacher understands the theories, history, cultural perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing.

2. The teacher knows the various educational placement options and how they influence a deaf/hard of hearing student's cultural identity and linguistic, academic, social, and emotional development.

3. The teacher understands the complex facets regarding issues related to deaf/hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of content knowledge for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf/hard of hearing.

2. The teacher educates others regarding the potential benefits, and constraints of the following: cochlear implants, hearing aids, other amplification usage, sign language systems, ASL, use of technologies, and communication modalities.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis- Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the content meaningful for the deaf or hard of hearing learners.

> *Sources of Evidence*
>
> - Interviews with faculty

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

Knowledge

1. The teacher understands the role of the interpreter and the use and maintenance of assistive technology.

2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, listening and spoken language (LSL), hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis –The EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of application of content for deaf or hard of hearing students.

> *Sources of Evidence*

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (e.g., total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning).

2. The teacher meets and maintains the proficiency requirements of the linguistic and educational environment of the student/program. For teachers to be employed in programs where sign language is used for communication and instruction, the teacher will meet one of the following to demonstrate sign language proficiency: 1) score Intermediate Plus level or above as measured by the Sign Language Proficiency Interview (SLPI), 2) receive 3.5 or above on the Educational Interpreter Performance Assessment (EIPA), or 3) obtain the National Registry of Interpreters for the Deaf Certification (RID).

3. The teacher maintains a learning environment that facilitates the services of the interpreter, support personnel, and implementation of other accommodations.

4. The teacher provides instruction to students on the effective use of appropriate assistive technology.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates can demonstrate an adequate ability to apply connect concepts, engage students who are deaf or hard of hearing in critical thinking or collaborative problem solving.

Sources of Evidence

- Interviews with faculty

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

Knowledge

1. The teacher knows specialized terminology used in the assessment of students who are deaf/hard of hearing.

2. The teacher knows the appropriate assessment accommodations.

3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of assessment for deaf or hard of hearing students.

> *Sources of Evidence*
>
> - Syllabi from 2015
> - Draft matrix for possible future program alignment to standards
> - Interviews with faculty
> - Course catalog

Performance

1. The teacher uses appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf/hard of hearing.

2. The teacher designs and uses appropriate formative assessment tools.

3. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf/hard of hearing as part of academic assessment.

4. The teacher uses data from assessments to inform instructional decision making to develop present levels of performance (PLOP) and IEP goals.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates can demonstrate an adequate ability to use and apply multiple methods of assessment that result in being able to monitor progress and guide teacher and learner decision making for the deaf or hard of hearing learner.

Sources of Evidence

- Interviews with faculty

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

Knowledge
1. The teacher knows Federal and State special education laws (IDEA).
2. The teacher knows how to develop a meaningful and compliant IEP.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge	X		

7.1 Analysis – The EPP provides insufficient evidence for indicator (2) within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet Standard 7,indicator 1 to provide an adequate understanding of Federal/state laws. But the syllabi do not show that learning to develop a compliant IEP is included in any of the classes. While the draft matrix classes might cover this important topic and skill, there is no clear evidence.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance
1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are: aligned to State curriculum standards, relevant to students, address and align to students' IEP goals, based on principles of effective instruction and performance modes.

2. The teacher implements the IEP.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

7.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate planning for instruction that meets rigorous learning goals for students who are deaf or hard of hearing.

> ### Sources of Evidence
>
> - Interviews with faculty

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

Knowledge

1. The teacher knows how to enhance instruction through the use of technology, visual materials and experiential activities to increase outcomes for students who are deaf/hard of hearing.

2. The teacher knows how to develop instruction that incorporates critical thinking, problem solving, and performance skills.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – The EPP provides sufficient evidence for indicators (1), and (2), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of Instructional Strategies for deaf or hard of hearing students.

> ### Sources of Evidence
>
> - Syllabi from 2015
> - Draft matrix for possible future program alignment to standards
> - Interviews with faculty
> - Course catalog

Performance

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and the unique needs of students who are deaf/hard of hearing.

2. The teacher maintains a learning environment that facilitates the services of the educational interpreter, note taker, and other support personnel, as well as other accommodations.
3. The teacher enables students who are deaf/hard of hearing to use support personnel and assistive technology.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

8.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate application of a variety of strategies within their instruction for the deaf or hard of hearing learner.

Sources of Evidence

- Interviews with faculty

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

Knowledge
1. The teacher knows The Code of Ethics for Idaho Professional Educators.
2. The teacher knows about laws affecting deaf/hard of hearing citizens and students.
3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students.
4. The teacher is aware of the personal biases related to the field of education of deaf/hard of hearing children that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.
5. The teacher knows where to find and how to access professional resources on teaching deaf/hard of hearing students and subject matters, and cultural perspectives.
6. The teacher knows about professional organizations within education in general and education of deaf/hard of hearing students and understands the need for professional activity and collaboration beyond the school.
7. The teacher understands the dynamics of change and recognizes that the field of education is not static.
8. The teacher knows how to use technology to enhance productivity and professionalism.

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

9.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), (3), (4), (5), (6), (7), and (8), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of professional learning and ethical practice related to serving deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance
1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.
2. The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students.
3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and current research in the field of education of deaf/hard of hearing students).
4. The teacher uses self-reflection as a means of improving instruction.
5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.
6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
7. The teacher engages in professional discourse about subject matter knowledge and pedagogy, as well as knowledge and pedagogy related to the education of deaf/hard of hearing students.
8. The teacher uses technology to enhance productivity and professionalism.

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

9.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate the practice of professional learning and ethical practice, as relates to working with the deaf or hard of hearing learner.

Sources of Evidence

- Interviews with faculty

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

Knowledge

1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf/hard of hearing students (e.g., educational interpreters, class teachers, transliteraters, tutors, note takers, and audiologist).

2. The teacher knows of available resources.

3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication within a family that includes a student who is deaf/hard of hearing students.

4. The teacher knows the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), (3), and (4), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of learner development for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliteraters) and agencies to meet the communication needs of students who are deaf/hard of hearing.

2. The teacher accesses and shares information about available resources with family and community.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance	X		

10.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate development of leadership and collaboration skills.

Sources of Evidence

- Interviews with faculty

Summary

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

Areas for Improvement

- Continue to collect evidence, artifacts, and data for candidates and completers to show EPP is meeting the standards for the Teacher of the Deaf or Hard of Hearing program.
- Continue and follow-through with plans for program alignment, provided in ISU's draft matrix presented at the review.

Recommended Action for Special Education Teachers of Students Who Are Deaf/Hard of Hearing

☐   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. The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.

2. The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

Standard 1 *Learner Development*	*Unacceptable*	*Acceptable*	*Exemplary*
1.1 Knowledge		X	

1.1 Analysis – Required coursework, syllabi, candidate lesson plans, interviews and candidate instructional units, provide evidence that teacher candidates demonstrate both (1) and (2), in recognizing students' mathematical development and understandings, and the trajectories to move students forward.

Sources of Evidence

- Course syllabi
- Evaluations by supervisor
- Education Dept. course requirements
- Candidate lesson and unit plans
- Candidate reflections
- Candidate interviews
- Faculty interviews

Performance

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.

2. The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.

3. 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 –Candidate and completer interviews, lesson plans, evaluations, and candidate reflections provide adequate evidence that teacher candidates demonstrate performance of (1) supporting students to make connections within the learning, (2) applying learning progressions in instruction, (3) working to plan lessons that connect with students' interests and ways of thinking. Some examples provided in the evidence include thoughtful reflectiveness about student responses in a lesson and considering next steps, choosing examples or context for problems that relate to student interests.

Sources of Evidence

- Candidate lesson plans
- Evaluations by supervisor and mentor
- Candidate reflections
- Candidate and completer interviews

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

Knowledge

1. The teacher knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.

2. 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 –Required coursework and transcripts, candidate lesson plans & reflections and instructional units, provide adequate evidence that teacher candidates demonstrate an adequate understanding of individual differences that impact learners, (1) matching learner levels, and (2) using assessment to drive interventions for specific students.

Sources of Evidence

- Candidate lesson plans
- Candidate instructional units
- Candidates reflections
- Candidates' transcripts
- Education Dept. course requirements

Performance

1. 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 –*Candidate and completer interviews, lesson plans, and candidate reflections, provide evidence that teacher candidates demonstrate performance of adjusting and modifying instruction while adhering to content standards to support mathematical understanding for diverse learners. Examples provided in the evidence include detailed information within several lesson plans stating ways to accommodate a lesson activity for varied students in a class who have different learning needs.

> ### Sources of Evidence
>
> *   Candidate lesson plans showing modifications for diverse learners (multiple examples)
> *   Candidate's reflections
> *   Interviews with candidates and completers

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

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

Knowledge

1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.

2. The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and infernal) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.

3. The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.

4. 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.

5. The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

*4.1 Analysis –*Syllabi, required coursework, candidate lesson plans, candidate instructional units, Praxis scores, and interviews provide adequate evidence that teacher candidates demonstrate an adequate understanding of Math content for (1) varieties of problem solving approaches (3) how to use hands on, visual, symbolic models, (4) use of mathematical argument to support use of algorithms, (5) standards of mathematical practice and how to engage students in such.

Sources of Evidence

- Course catalog/program course requirements
- Course syllabi
- Candidates lesson plans and unit plans for MS/ HS Math
- Praxis scores
- Candidate and completer interviews

Performance

1. The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.

2. The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.

3. 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. The teacher implements the standards for mathematical practice and engages students in the use of those practices.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

*4.2 Analysis –*Candidate and Completer interviews, candidate reflections, and lesson plans provide adequate evidence that teacher candidates demonstrate performance of (1) connecting abstract with concrete, (2) using hands on, visual and symbolic models, (3) using mathematical argument to support connections with algorithms, and (4) implementing and engaging students in mathematical practice. Some strategies noted in the evidence include connecting decimals and percent with money and with banking, eliciting students to respond to questions that draw them to apply a concept in a new way, and multiple candidate created visual (within Power Points) models and real life items that connect to concepts.

Sources of Evidence

- Candidate and completer interviews
- Candidate lesson plans
- Candidate written reflections

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

Knowledge

1. The teacher 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 –*Candidate lesson plans, candidate lesson plans, and candidate reflections provide evidence that teacher candidates demonstrate an adequate understanding of how to connect math content to other disciplines.

Sources of Evidence

- Candidate lesson plans
- Candidate written reflections
- Completer and candidate interviews

Performance

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

*5.2 Analysis –*Candidate and completer interviews, candidate lesson plans, and provide evidence that teacher candidates demonstrate performance of applying mathematics concepts and practice to other disciplines/ life applications. Some examples of applying math concepts to other areas of life included connecting percent and decimals to banking/savings accounts, and to loans, and also connecting several everyday items to recognize angles in them.

> ### *Sources of Evidence*
>
> - Candidate lesson plans
> - Candidate written reflections
> - Completer and candidate interviews

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

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

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

*6.1 Analysis –*Required coursework, candidate lesson plans and instructional units, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of how to assess students' mathematical reasoning.

> ### *Sources of Evidence*
>
> - Candidate and completer interviews
> - Candidate Lesson plans and units
> - Required courses

Performance

1. The teacher assesses students' mathematical reasoning.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		x	

6.2 Analysis – Candidate and completer interviews, and lesson plans provide evidence that teacher candidates demonstrate adequate performance of assessing students' mathematical reasoning through multiple strategies. Some examples provided in evidence included multiple formative assessments: exit tickets, attending to student oral responses, use of visual/ concrete

demonstrations, listening to group or partner discussions, as well as custom made short quizzes to target specific concepts.

Sources of Evidence

- Candidate and completer interviews
- Danielson evaluations by supervisor
- Candidate Lesson plans and materials, and units
- Danielson process reflective report from candidate

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

Knowledge

1. The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.

2. 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–Required coursework, Syllabi, candidate lesson plans, and candidate instructional units, provide evidence that teacher candidates demonstrate an adequate understanding of (1) content and practice standards, and (2) how to plan learning activities to move students forward in their learning.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans
- Required courses
- Syllabi for required courses

Performance

1. The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis –Candidate and completer interviews, and lesson plans, candidate unit plans, and Danielson evaluations provide evidence that teacher candidates demonstrate performance of planning and assessing within instructional sequences to support engaging students in learning and in mathematical practices. Examples provided included materials created for lessons, such as candidate created Power Points with many visuals, use of Essential Questions, inclusion in lesson plans of strategies and accommodations to draw all students into the learning.

> ### Sources of Evidence
>
> - Candidate lesson plans
> - Materials created for lessons
> - Candidate reflections on lesson implementations
> - Candidate unit plans
> - Candidate and completer interviews
> - Danielson evaluations by supervisor or mentor
> - Praxis scores of candidates

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

1. The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.

3. 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.

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

5. 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 – Candidate lesson plans, candidate unit plans, candidate reflections, Danielson evaluations conducted by supervisor, and candidate reflection papers provide evidence that teacher candidates demonstrate an adequate understanding of Instructional Strategies, (1) how

to formulate questions to elicit student use of problem solving strategies, (2) know a variety of strategies for investigating and understanding math, (3) how to facilitate using various mathematical representations, (4) understand appropriate use of technology in math instruction, (5) how to student misconceptions in the learning process.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans
- Danielson evaluations done by supervisor
- Candidate reflections
- Candidate and completer interviews

Performance

1. The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

2. The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.

3. The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.

4. The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).

5. 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 – Candidate and completer interviews, lesson and unit plans and materials created for instruction provide evidence that teacher candidates demonstrate performance of (1) posing questions or tasks to elicit student use of reasoning and problem solving, (2) using a variety of instructional strategies to build student understanding, (3) promote student use of various mathematical representations, (5) use student misconceptions to guide and facilitate learning. Examples of strategies used as found in the artifacts provided include formative assessment strategies (exit tickets, shoulder partner sharing, checking for understanding), breaking up a class period by providing several activities with some providing movement, use of visuals and concrete examples, connecting math concepts to real life.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans
- Candidate Power Point presentations within lessons
- Candidate and completer interviews
- Supervisor Danielson evaluations

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

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

Summary

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

Areas for Improvement

- Development and implementation of a minimum two-credit course focused on secondary mathematics pedagogy. ISU currently offers and requires Elementary Math Methods for those seeking an Elementary Teacher Degree. While ISU recently implemented a new class to address this need at the secondary, Advanced Math Methods, it is not a required class for the program.
  Consider exploring the factors leading to many of the candidates' struggles to pass the Math Praxis (data provided from 2017-18 for 6-12th grade Praxis: 9 students, 25 total attempts, 3 have passed at this point).

Recommended Action for Mathematics

☒   Approved
☐   Conditionally approved
        ☐   Insufficient evidence
        ☐   Lack of completers
        ☐   New Program

☐   Not approved

IDAHO FOUNDATION STANDARDS FOR PROFESSIONAL-TECHNICAL TEACHERS

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

Knowledge

1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.

2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.

3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.

4. The teacher understands industry trends and labor market needs.

5. The teacher understands workplace leadership models.

6. The teacher understands the philosophical principles and the practices of professional-technical education.

7. The teacher understands the importance of student leadership qualities in technical program areas.

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

*1.1 Analysis –*Syllabi, candidate portfolio entries, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of knowledge of subject matter.

> *Sources of Evidence*
>
> * CFS 1100 candidate portfolio assignment
> * CFS 3314 syllabus objectives and course plan
> * Candidate lesson plans (food truck wars, flowerpot families, etc.)
> * NTD 2239 syllabus

Performance

1. The teacher maintains current technical skills and seeks continual improvement.

2. The teacher demonstrates specific occupational skills necessary for employment.

3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.

4. The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).

5. The teacher writes and evaluates occupational objectives and competencies.

6. The teacher uses a variety of technical instructional resources.

7. The teacher assesses the occupational needs of the community.

8. The teacher facilitates experiences designed to develop skills for successful employment.

9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

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

1.2 Analysis – Work samples and lesson plans provide some evidence that teacher candidates demonstrate performance of knowledge of subject matter. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate lesson plans (six essential nutrients, food truck wars, etc.)
- Candidate comprehensive portfolio entries
- Faculty interview

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

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

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

Knowledge

1. The teacher understands the entry-level skills in the occupation.

2. The teacher understands workplace culture and ethics.

3. The teacher understands how to provide students with realistic occupational and/or work experiences.

4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.

5. The teacher understands how occupational trends and issues affect the workplace.

6. The teacher understands how to integrate academic skills into technical content areas.

7. The teacher understands the role of innovation and entrepreneurship in the workplace.

8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis –Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of multiple instructional strategies.

Sources of Evidence

- CFS 3332 syllabus
- Technology portfolio assignment
- BED 3341, BED 3342, BED 3343 syllabi
- Candidate lesson plans

Performance

1. The teacher models appropriate workplace practices and ethics.

2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.

3. The teacher integrates academic skills appropriate for each occupational area.

4. The teacher uses simulated and/or authentic occupational applications of course content.

5. The teacher uses experts from business, industry, and government as appropriate for the content area.

6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.

7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.

8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis –Work samples, observations of candidate, and candidate unit and lesson plans provide evidence that teacher candidates demonstrate performance of multiple instructional strategies. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate technology portfolio
- Candidate lesson plans (money matters, etc.)
- Candidate unit plans (food truck wars, etc.)
- University supervisor, cooperating teacher, and principal observations

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

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

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

Knowledge

1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.

2. The teacher knows how to identify community and industry expectations and access resources.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis –Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of instructional planning skills.

Sources of Evidence

- CFS 3332 syllabi
- CFS 1100 syllabi

- Candidate lesson plans
- Faculty interview

Performance

1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.

2. The teacher designs instruction to meet community and industry expectations.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

*7.2 Analysis –*Work samples and lesson plans provide evidence that teacher candidates demonstrate performance of instructional planning skills. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans (food truck wars, etc.)
- Domain 1 & 4 candidate professional response narratives

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

Knowledge

1. The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.

2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

3. The teacher understands how evaluation connects to instruction.

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

8.1 Analysis –Required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

> ### Sources of Evidence

> - Candidate instructional units (personal development unit, etc.)
> - Candidate lesson plans (family flowerpots, etc.
> - Pre- and post-test reflection assignment

Performance

1. The teacher writes and evaluates occupational goals, objectives, and competencies.

2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.

3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

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

8.2 Analysis – Work samples, lesson plans, and candidate observations provide evidence that teacher candidates demonstrate performance of assessment of student learning. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

> ### Sources of Evidence

> - Pre- and post-test reflection (personal development unit, etc.)
> - Domain 3 candidate professional response narratives
> - University supervisor, cooperating teacher, and principal observations

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

Knowledge

1. The teacher understands the value and impact of having a professional development plan.

2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

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

9.1 Analysis – Candidate student teaching observations, candidate portfolio, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of professional commitment and responsibility.

Sources of Evidence

- University supervisor, cooperating teacher, principal candidate observations
- Domain 4 candidate professional response narrative activity
- Candidate educational philosophy statement
- Domain 4 candidate reflection narrative assignment

Performance

1. The teacher collaborates with an administrator to create a professional development plan.

2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

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

9.2 Analysis – Work samples, candidate observations, and professional development plans provide evidence that teacher candidates demonstrate performance of professional commitment and responsibility. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Domain 4 candidate professional response narrative
- University supervisor, cooperating teacher, and principal candidate observations
- Candidate individualized professional learning plan (IPLP)

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

Knowledge

1. The teacher knows the contributions of advisory committees.

2. The teacher understands the importance of using the employment community to validate occupational skills.

3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.

4. The teacher knows about professional organizations within the occupational area.

5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.

6. The teacher understands the structure of state-approved PTSOs.

7. The teacher understands the ideas, opinions, and perceptions of business and industry.

Standard 10 Partnerships	*Unacceptable*	*Acceptable*	*Exemplary*
10.1 Knowledge		X	

10.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of partnerships.

Sources of Evidence

- CFS 3332 syllabus
- Domain 4 candidate professional response narrative
- Candidate lesson and unit plans
- EDUC 2204 partnership project

Performance

1. The teacher establishes and uses advisory committees for program development and improvement.

2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.

3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

4. The teacher participates in appropriate professional organizations.

5. The teacher cooperatively constructs articulation agreements.

6. The teacher incorporates an active state-approved PTSO in his or her program.

7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.2 Performance	X		

10.2 Analysis – Work samples and candidate lesson plans provide evidence that teacher candidates demonstrate performance of partnerships. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Domain 4 candidate professional response narrative
- Candidate lesson plans
- Candidate unit plans

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Knowledge

1. The teacher understands how to dispose of waste materials.

2. The teacher understands how to care for, inventory, and maintain materials and equipment.

3. The teacher understands safety contracts and operation procedures.

4. The teacher understands legal safety issues related to the program area.

5. The teacher understands safety requirements necessary to conduct laboratory and field activities.

6. The teacher understands time and organizational skills in laboratory management.

7. The teacher is aware of safety regulations at school and work sites.

8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

Standard 11 Learning Environment	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of learning environment.

Sources of Evidence

- CFS 3314 syllabus
- NTD 1139 syllabus
- Domain 1 & 2 candidate professional response narrative

Performance

1. The teacher ensures that facilities, materials, and equipment are safe to use.

2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.

3. The teacher demonstrates effective management skills in the classroom and laboratory environments.

4. The teacher models and reinforces effective work and safety habits.

5. The teacher incorporates PTSOs as intra-curricular learning experiences.

Standard 11 Learning Environment	Unacceptable	Acceptable	Exemplary
11.2 Performance	X		

11.2 Analysis –Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of learning environment. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Domain 2 student analysis of strengths
- Domain 1 candidate professional response narrative
- University supervisor, cooperating teacher, and principal candidate observations

Standard 12: Workplace Preparation - The teacher prepares students to meet the ~~competing~~ demands and responsibilities of the workplace.

Knowledge

1. The teacher understands workplace employability skills and related issues.

2. The teacher understands the issues of balancing work and personal responsibilities.

3. The teacher understands how to promote career awareness.

Standard 12 Workplace Preparation	Unacceptable	Acceptable	Exemplary
12.1 Knowledge		X	

12.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of workplace preparation.

Sources of Evidence

- CFS 4431 syllabus

- Candidate unit plan with career plan capstone activity
- Candidate portfolio assignment for standard 12

Performance

1. The teacher designs instruction that addresses employability skills and related workplace issues.

2. The teacher discusses how to balance demands between work and personal responsibilities.

3. The teacher provides opportunities for career awareness and exploration.

Standard 12 Workplace Preparation	Unacceptable	Acceptable	Exemplary
12.2 Performance	X		

12.2 Analysis – Faculty interview, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of workplace preparation. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate portfolio project
- Faculty interview
- Candidate philosophy of education/career technical education

Summary

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

Areas for Improvement

- All performance areas are solid, but lack completers that would allow the program to be approved.

Recommended Action for Foundation Standards for Professional-Technical

☐ Approved
☒ Conditionally approved
        ☐ Insufficient Evidence
        ☒ Lack of completers
        ☐ New Program

☐ Not approved

IDAHO STANDARDS FOR FAMILY AND CONSUMER SCIENCES TEACHERS

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

Knowledge

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.

2. Teacher understands the impact of families' multiple roles within the home, workplace and community.

3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.

7. The teacher understands the design, selection, and care of textiles and apparel products.

8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

10. The teacher understands resource conservation and environmental issues in relation to family and community health.

11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.

13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

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

1.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of knowledge of subject matter enhancement standards.

Sources of Evidence

- NTD 2239 syllabus
- CFS 3314 syllabus
- Elements & principles of housing and design candidate lesson plan
- Candidate lesson plan (flowerpots and family)

Performance

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.

2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.

3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.

4. The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community

5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.

9. The teacher demonstrates the design, selection, and care of textiles and apparel products.

10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

12. The teacher integrates resource conservation and environmental issues in relation to family and community health.

13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

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

1.2 Analysis – Work sample and lesson plans provide evidence that teacher candidates demonstrate performance of knowledge of subject matter. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans
- Candidate teaching activities (protein advertisement, food truck wars, etc.)

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

Knowledge

1. The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

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

2.1 Analysis – Candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of human development and learning.

Sources of Evidence

- Domain 3 candidate professional response narrative
- Candidate portfolio assignment
- Candidate Lesson and Unit Plans

Performance

1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

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

2.2 Analysis – Work samples and lesson plans provide evidence that teacher candidates demonstrate performance of knowledge of human development standard. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- University supervisor, cooperating teacher, and principal candidate observations
- Candidate child development exam (adapted)
- Domain 1 professional response candidate narrative

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

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

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

Knowledge

1. The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

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

5.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of classroom motivation and management skills.

Sources of Evidence

- CFS 3302 candidate portfolio
- Candidate lesson plans
- Candidate unit plans
- Candidate lesson reflection

Performance

1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

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

5.2 Analysis – Work samples, candidate observations, and lesson plans provide evidence that teacher candidates demonstrate performance of classroom motivation and management skills. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate classroom management plans
- University supervisor, cooperating teacher, and principal candidate observations
- Candidate case analysis

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

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

Knowledge

1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.

2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of instructional planning skills.

> ### Sources of Evidence
>
> - CFS 3332 syllabus
> - SPED 3350 Universal Design for Learning (UDL) candidate lesson plan
> - Faculty interview

Performance

1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

7.2 Analysis – Work samples and lesson plans provide evidence that teacher candidates demonstrate performance of instructional planning skills. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

> ### Sources of Evidence

- Candidate lesson plans
- Candidate unit plans
- University supervisor, cooperating teacher, and principal candidate observations

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

Knowledge

1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

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

8.1 Analysis –Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

> ### Sources of Evidence

- CFS 3332 syllabus
- Candidate lesson and unit plans (food truck wars, etc.)
- Candidate unit plan assessment reflection narrative

Performance

1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

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

8.2 Analysis – Work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of assessment of student learning. Consider linking with Content Specialist Partners through the ISU College of Technology to have students better understand the connection to industry standards and certifications. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate Personal Development Pre- and Post-Test Unit Reflection
- Candidate Portfolio Entries

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

Knowledge

1. The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

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

9.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of professional commitment and responsibility.

Sources of Evidence

- University supervisor, cooperating teacher, and principal candidate observations
- Candidate College of Education dispositions
- Candidate teaching reflection

Performance

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

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

9.2 Analysis – Work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of professional commitment and responsibility. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate visible learning evaluation – depth of complexity clues
- Candidate teaching reflection
- Candidate Individualized Professional Learning Plan

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

Summary

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

Areas for Improvement

- Consider how to expose and grow students with regard to connecting with industry partners through Technical Advisory Committees, industry resources, etc.
- All performance areas are solid, but lack completers that would allow the program to be approved.

Recommended Action for Family and Consumer Sciences

☐	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. The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.

2. 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 collection of evidence provided by the EPP reveals that teacher candidates demonstrate an acceptable understanding of the foundational knowledge indicators as listed under standard one. This standard is supported by evidence across the indicators consisting of course objectives and outcomes with suggested assessments, and candidate work samples. Further evidence was gathered through interviews with recent completers, current candidates, and content faculty. 100% of the indicators were supported by sufficient and aligned evidence. PRAXIS II scores revealed that teacher candidates demonstrate an acceptable understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science.

Sources of Evidence

-   Course Syllabi for CHEM 1111, 1112 and 4400 were provided
-   Praxis scores
-   Interviews with current candidates

Performance

1. The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.

2. 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 collection of evidence from the EPP included candidate portfolio lesson plans, student teaching unit plans, and additional lesson plan reflections. Little portfolio evidence was present that teacher candidates can demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. While learning activities in candidate work samples included demos and lab-based activities, many activities were focused on lower-level thinking tasks (e.g. note taking, multiple choice test questions, worksheets).

Sources of Evidence

- Teacher candidate lesson plans
- Teacher candidate evaluations
- Teacher candidate observations

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

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

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

Knowledge

1. The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.

2. The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.

3. The teacher understands the core ideas of their respective discipline (i.e. Disciplinary Core Ideas).

4. The teacher understands the interconnectedness among the science disciplines (i.e. Crosscutting Concepts).

5. 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 – Data gathered by the EPP reveal course syllabi and course objectives. Topics across science content included in course syllabi, PRAXIS II scores, and candidate/completer interviews provide evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science.

> ### Sources of Evidence
>
> - Syllabi and course objectives/outcomes/assessments
> - Praxis two test scores
> - Teacher Candidate and Completer interviews

Performance

1. 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.

2. The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.

3. The teacher uses the core ideas of their respective discipline (i.e. Disciplinary Core Ideas) to design and implement lessons.

4. 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.

5. The teacher models and guides students in the use of the processes of science. (i.e. Science and Engineering Practices).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate portfolios, and other course lesson plans provide minimal evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills. A majority of candidate work samples emphasized traditional information delivery/lecture-based teaching (outside of lab-based learning situations).

Sources *of Evidence*

- Candidate Lesson Plans
- Candidate Portfolios
- Candidate work samples

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

1. The teacher 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 – Some work samples (EDUC 449 student teaching portfolios) were provided, but little or no evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). During the interview session, candidates and completers as well as supervisors described their ability to utilize content knowledge to connect concepts and utilize differing perspectives to engage learners. Little evidence was provided to show depth of critical thinking or collaboration to solve problems.

Sources of Evidence

- Student Portfolios
- Interviews with completers, teacher candidates, university supervisors and cooperating teachers

Performance

1. 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 – Some work samples (EDUC 497 Student teaching portfolio and a school visit interview/observation) including the use of technology, graphs, and data were provided, but overall there was little or no evidence that teacher candidates demonstrate an adequate ability to engage students in the practical application of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). Overall, evidence did not demonstrate an emphasis on the teaching and use of varied standard communication forms in science.

Sources of Evidence

- Teacher candidate portfolios

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Knowledge

1. The teacher understands how to implement Science and Engineering Practices in instructional planning.

2. 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).

3. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.

4. 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 – Required course syllabi and course objectives provide minimal evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

Sources of Evidence

- Syllabi from CHEM 1111, 1112, 1112L, 2211, 2232, 2234
- Course objectives, outcomes and stated assessments

Performance

1. The teacher implements Science and Engineering Practices in instructional planning.

2. 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).

3. The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		**X**	

8.2 Analysis – Candidate portfolios, and other course lesson plans provide minimal evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills. A majority of candidate work samples did not emphasize true inquiry learning and instead emphasized traditional information delivery/lecture-based teaching (outside of lab-based learning situations).

Sources of Evidence

- Portfolio examples for teacher candidates
- Lesson plans from teacher candidates
- Interviews with candidates and completers

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

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

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

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

9.1 Analysis – Required course syllabi, interviews and some portfolios indicate that an emphasis on current science research occurs in some science content classes. The program provides evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

Sources of Evidence

- Syllabi from CHEM 1111, 1112 and 4400
- Teacher Candidate Portfolio
- Interviews

Performance

1. The teacher incorporates current research related to student learning of science into instructional design.

2. 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 – Due to lack of artifacts, the program provides no evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction. There was some knowledge evidence about the reading/discussion of scientific or educational journals in methods course syllabi, but there was not a consistent pattern of application of research in candidate lessons/units. Neither of the performance indicators were met in this standard.

Sources of Evidence

- No 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.

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

1. 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.

2. 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.

3. The teacher understands how to ensure safe science activities appropriate for the abilities of all students.

4. 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.

5. The teacher knows how to evaluate a facility for compliance with safety regulations.

6. 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 – Required course syllabi and course descriptions provide evidence that teacher candidates demonstrate an adequate knowledge of material selection, safety, waste disposal, care and maintenance of materials and equipment, legal responsibilities associated with safety, safety requirements for laboratory, field activities, and demonstrations, and the procurement and use of Material Safety Data Sheets (MSDS).

>   *Sources of Evidence*
>
>   *   Syllabi from CHEM 1111, 1112, 1112L, 4400
>   *   Course objectives, outcomes and assessments denote the learners ability to address each indicator in this standard

Performance

1. 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.

2. 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.

3. The teacher ensures safe science activities appropriate for the abilities of all students.

4. 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.

5. The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.

6. 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 – Candidate portfolio lesson plans and course lesson plans provide evidence that teacher candidates demonstrate an adequate ability to model safe practices in laboratory, classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals. In CHEM 4400 and PHYS 4400, candidates design and teach lesson plans that safely design and run laboratory-based experiences for their classmates.

Sources of Evidence

- Teacher candidate lesson plans
- Laboratory journals
- Faculty conversations

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

Knowledge

1. The teacher knows a variety of laboratory and field techniques appropriate to their content area.

2. The teacher knows a variety of strategies to develop students' laboratory and field skills.

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

12.1 Analysis – Required course syllabi provide evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

Sources of Evidence

- Syllabi from CHEM 1111, 1112, 4400,
- Conversations with faculty and teacher candidates reinforced the evidence that students are aware of a variety of strategies and techniques necessary to safely teach and learn

Performance

1. The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.

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

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

12.2 Analysis – Candidate portfolio lesson plans, additional course lesson plan reflections provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

Sources of Evidence

- Teacher candidate lesson plans
- Teacher candidate evaluations and observations

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	12	1	11	0
Performance	12	2	10	0

Areas for Improvement

- Gathering student performance data from each respective discipline is a critical component to understanding the way teacher candidates are being equipped to teach.

Recommended Action for Science Foundations

☒   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

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

2. The teacher understands fundamental structures of atoms and molecules.

3. The teacher understands basic principles of ionic, covalent, and metallic bonding.

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

5. The teacher understands laws of conservation of matter and energy.

6. The teacher understands fundamentals of chemical kinetics, equilibrium and thermodynamics.

7. The teacher understands kinetic molecular theory and gas laws.

8. The teacher understands mole concept, stoichiometry, and laws of composition.

9. The teacher understands solutions and colligative properties.

10. The teacher understands acids/base chemistry.

11. The teacher understands fundamental oxidation-reduction chemistry.

12. The teacher understands fundamental organic chemistry and biochemistry.

13. The teacher understands applications of chemistry in personal and community health and environmental quality.

14. The teacher understands fundamentals of nuclear chemistry.

15. The teacher understands the importance of accuracy and precision in measurements.

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

17. The teacher understands the different types of chemical reactions.

18. The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

Knowledge

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an acceptable understanding of the foundational knowledge indicators as listed under standard 1. This standard is supported by numerous course syllabi. Further evidence was gathered through interviews with recent completers, current candidates, and methodology faculty. 100% of the indicators were supported by evidence. There is no data provided by the department for student coursework in core CHEM classes.

> ### Sources of Evidence
> - Syllabi from CHEM 1111, 1111L, 1112, 1112L, 2211, 2232, 2234, 3302, 3301, 3303, 3304, 3331, 3341, 3342, 4400
> - Course objectives, outcomes and assignments

Performance

1. The teacher models the application of mathematical principles and the connections that exist between mathematics and chemistry.

2. The teacher demonstrates their knowledge of fundamental structures of atoms and molecules.

3. The teacher applies the basic principles of ionic, covalent, and metallic bonding.

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

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

6. The teacher applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.

7. 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.

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

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

10. The teacher applies the concepts of acids/base chemistry to predict properties and reactions.

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

12. The teacher demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.

13. The teacher relates the fundamental principles of chemistry to personal and community health and environmental quality.

14. 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.

15. The teacher applies accuracy and precision to their measurements and calculations.

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

17. The teacher categorizes and identifies a variety of chemical reaction types.

18. 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 – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. Indicators 3 and 4 were found in a teacher candidate lesson plan. The remaining 16 indicators did not appear in the provided evidence. Therefore, 88.8% of the indicators were not met.

Sources of Evidence

- CHEM 4400 is a course that students produce lesson plans in for proper utilization of the Chemistry Laboratory. No work was collected, but through conversations with the Chemistry Department Chair, details were provided to reveal that the students are exposed to numerous opportunities to teach and develop lessons surrounding these performance standards.

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

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	0	1	0
Performance	1	1	0	0

Areas for Improvement

- The college of education is working diligently to foster partnerships with the colleges around campus who are teaching content. This endeavor is a necessary one, that takes time and consistent effort to sustain.
- Content faculty need to understand the value of the accreditation process and provide necessary documentation for the College of Education.
- The College of Education is looking to utilize an Education faculty to teach the methodology courses for each content area, which is a very strong recommendation for consistency within the College of Education.

Recommended Action for Chemistry

☐   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

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

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

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

Standard 4 Learner Development	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – Required course syllabi, PHYS 4400 work samples provide evidence that teacher candidates demonstrate an acceptable understanding of physics content.

Sources of Evidence

- Course syllabi, including PHYS 4400, Practicum in Physical Science, provide knowledge evidence to meet all three indicators

Performance

1. The teacher develops and applies conceptual models to describe the natural world.

2. The teacher tests and evaluates physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.

3. The teacher utilizes the appropriate mathematical principles in examining and describing models for explaining physical phenomena.

Standard 4 Learner Development	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – No new candidates have completed the program in the past three years. Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations, that are consistent with curriculum goals and reflect principles of effective instruction.

Sources of Evidence

- The current Physics Department Chair provided data from PHYS 4400, which is the department's version of a methodology course for physics majors. The data is from Spring 2014.
- The data from Spring 2014 reveal that all three indicators for performance were being met in the students who completed the PHYS 4400 course final project.

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

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	0	1	0
Performance	1	1	0	0

Areas for Improvement

- There were simply no majors in this program, which means there was no performance data specific to this standard.

Recommended Action for Physics

☐ 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. The teacher understands the influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of learner environment on student learning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary	
1.1 Knowledge		X		

1.1 Analysis –Syllabi, required coursework, candidate instructional units, and candidate and faculty interviews provide evidence that candidate and completer understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Sources of Evidence

- Syllabi
- Coursework
- Interviews with completers and faculty

Performance

1(a)   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 –Candidate and faculty interviews, work samples, lesson plans and completed evaluation rubrics provide evidence that teacher candidates demonstrate performance of providing opportunities for learners to engage in civic life, politics, and government.

Sources of Evidence

- Candidate and faculty interviews
- Completed student teacher rubrics
- Lesson plans

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

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

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

Knowledge

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

*4.1 Analysis –*Syllabi, faculty interviews, candidate lesson plans, and candidate instructional units provide evidence that the candidate and completer understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Sources of Evidence

- Candidate lesson plans
- Faculty interviews
- Candidate instructional units

Performance

1. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.
2. 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 – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of comparing and contrasting various governments and cultures in terms of their diversity, commonalties, and interrelationships and that the teacher candidate incorporates methods of inquiry and scholarly research into the curriculum.

Sources of Evidence

- Candidate lesson plans
- Faculty interviews
- Candidate instructional units

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

Knowledge

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of 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 and that the teacher candidate understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Sources of Evidence

- Candidate lesson plans
- Candidate and faculty interviews
- Candidate instructional units

Performance

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate and faculty interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of 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.

Sources of Evidence

- Candidate lesson plans
- Candidate and faculty interviews
- Candidate instructional units

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

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

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

Knowledge

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

*8.1 Analysis –*Syllabi, candidate lesson plans, candidate instructional units, and completed student teaching evaluation rubrics provide evidence that teacher candidates demonstrate an adequate understanding of clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Sources of Evidence

- Course syllabi
- Candidate lesson plans and instructional units
- Completed student teaching evaluation rubrics

Performance

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Candidate interviews, lesson plans, and completer interviews provide evidence that teacher candidates demonstrate performance fostering clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Sources of Evidence

- Candidate interviews
- Candidate lesson plans and instructional units
- Completer interviews

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	0	4	0
Performance	4	0	4	0

Recommended Action on Idaho Foundation Standards for Social Studies Teachers

☒   Approved

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

☐   Not Approved

IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE TEACHERS

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

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

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

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

Knowledge

1. The teacher understands the relationships between civic life, politics, and government.
2. The teacher understands the political spectrum and factors that affect individual political views and behavior.
3. The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.
4. 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.
5. 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).
6. 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.
7. 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).
8. 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 – Syllabi, candidate lesson plans, candidate instructional units, and candidate and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of 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.

Sources of Evidence

- Course Syllabi
- Candidate lesson plans and instructional units
- Completed student teaching evaluation rubrics

Performance

1. The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.
2. 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.
3. The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.
4. The teacher integrates global perspectives and current events into the study of civics and government.
5. 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 – Candidate and faculty interviews, completed student teaching evaluation rubrics, and lesson plans and instructional units provide evidence that teacher candidates demonstrate performance of 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.

Sources of Evidence

- Candidate and faculty interviews
- Candidate lesson plans and instructional units
- Completed student teaching evaluation rubrics

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	0	0	1
Performance	1	0	1	0

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 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

1. 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).

2. The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.

3. The teacher understands the functions and characteristics of money.

4. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).

5. 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).

6. The teacher understands how economic institutions shaped history and influence current economic practices.

7. The teacher understands the principles of sound personal finance and personal investment.

8. The teacher understands fiscal and monetary policy.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge	X		

4.1 Analysis – Due to lack of evidence, the EPP fails to demonstrate that candidates or completers understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Course syllabi were provided that demonstrate content is being taught. Lack of completers caused there to be a lack of evidence to fully support an acceptable score. Praxis scores, students work samples, or completer interviews are needed to corroborate findings.

Sources of Evidence

- Course syllabi
- Department assessment

Performance

1. The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.

2. The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.

3. The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.

4. The teacher illustrates how economic indicators influence historic and current policy.

5. The teacher provides examples of the principles of business organizations and entrepreneurship.

6. The teacher fosters understanding of the important role of economic systems on economic growth.

7. The teacher develops learner understanding of economic issues through application of cost/benefit analyses.

8. 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 – Due to lack of completers there was no evidence that teacher candidates demonstrate performance of 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. Student work samples, sample lesson plans, interview information, student teaching evaluations, etc. are needed to demonstrate performance data.

> *Sources of Evidence*

- No 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	0	0
Performance	1	1	0	0

Areas for Improvement

- A course in Economics for Teachers (Methods of Teaching and Learning) is not evidenced in the course offerings

Recommended Action for Economics

☐   Approved

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

☒   Not approved

IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS

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

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

Knowledge

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

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis –The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of individual differences, diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. However, all of the evidence is based upon one completer for Theater and one completer for Art.

> ***Sources of Evidence***
> - Praxis Scores in both Theater and Art for each completer
> - Student transcripts
> - Danielson Framework evaluations
> - 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

1. The teacher understands the history and foundation of arts education.

2. The teacher understands the processes and content of the arts discipline being taught.

3. The teacher understands how to observe, describe, interpret, critique, and assess the arts discipline being taught.

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

5. The teacher understands that the arts communicate, challenge, and influence culture and society.

6. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints.

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

8. The teacher understands connections between art curriculum and vocational opportunities.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, Danielson Framework evaluations, course syllabi and completer interviews as evidences that the teacher candidates and completers demonstrate an adequate understanding of the history and foundation of arts education, how to observe, describe, interpret, critique, and assess the arts discipline being taught, understand the cultural, historical, and contemporary contexts surrounding works of art, that the arts communicate, challenge, and influence culture and society, understand the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints, and how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests. There was no mention in any of the evidence of an understanding of the connections between art curriculum and vocational opportunities. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

Performance

1. The teacher instructs, demonstrates, and models technical and expressive proficiency in the particular arts discipline being taught.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. However, it needs to be noted that all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Completer Interviews
- Multiple Lesson plans in both Art and Theater
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

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

1. The teacher understands the relationships between the arts and how the arts are vital to all content areas.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, completer interviews, course syllabi and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of the relationships between the arts and how the arts are vital to all content area. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

Performance

1. The teacher engages students in identifying relationships between the arts and other content areas.

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of 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. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Completer interviews
- Multiple Lesson plans in both Art and Theater

- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

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

1. The teacher understands assessment strategies specific to creating, performing, and responding.

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

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, course syllabi, completer interviews and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of assessment strategies specific to creating, performing, and responding and how arts assessments strategies specific to the arts enhance evaluation, as well as student knowledge and performance. However, it needs to be noted that all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

Performance

1. The teacher assesses student work specific to creating, performing, and responding.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of how teacher assesses student work specific to creating, performing, and responding. However, all of the evidence is based upon one completer for Theater and one completer for Art.

> ### Sources of Evidence
>
> - Completer interviews
> - Multiple lesson plans in both Art and Theater
> - Observations with feedback from instructors, cooperating teachers and mentors
> - Unit checklists
> - Danielson Evaluations specific to all domains

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

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

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, course syllabi, completer interviews and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- 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.

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

Knowledge

1. The teacher understands regulations regarding copyright laws.

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

9.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, course syllabi, completer interviews and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of teacher engagement in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others and copy right laws. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate 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

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

2. The teacher understands the unique relationships between the arts and their audiences.

Standard 10 Leadership and Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
10.1 Knowledge		X	

10.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, course syllabi, completer interviews and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners along with the unique relationships between the arts and their audiences. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

Performance

1. The teacher promotes the arts for the enhancement of the school, the community, and society.

2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework Evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of how to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Completer Interviews
- Multiple Lesson plans in both Art and Theater
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

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

Knowledge

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

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

Standard 11 Safety and Management	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – The EPP provided course syllabi, completer interviews, lesson plans and unit checklists as evidences that the teacher candidates and completers demonstrate an adequate understanding of teachers creating a safe, productive physical learning environment, including

management of tools, supplies, equipment, and space. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Course syllabi
- Candidate interviews
- Lesson Plans
- Unit Checklists

Performance

1. The teacher established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.

2. The teacher manages the simultaneous activities that take place daily in the arts classroom.

Standard 11 Safety and Management	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework Evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of how teachers creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Completer Interviews
- Multiple Lesson plans in both Art and Theater
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains
- Course syllabus for Theater 1111-Stagecraft

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	**8**	**0**	**8**	**0**
Performance	**5**	**0**	**5**	**0**

Areas for Improvement

- Creating an understanding of the connections between art curriculum and vocational opportunities.

Recommended Action for Visual and Performing Arts Foundations

☐　　　Approved

☒　　　Conditionally Approved

　　　　　　☐　　　Insufficient Evidence

　　　　　　☒　　　Lack of Completers

　　　　　　☐　　　New Program

☐　　　Not approved

IDAHO STANDARDS FOR THEATRE ARTS TEACHERS

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

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

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

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or

Knowledge

1. The teacher knows the history of theater as a form of entertainment and as a reflection of culture and society influence.

2. The teacher knows the basic history, theories, and processes of play writing, acting, and directing.

3. The teacher understands technical theatre/stagecraft is an essential component of theatre arts.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provided Praxis testing scores, student transcripts, course syllabi, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding that teachers know the history of theater as a form of entertainment and as a reflection of culture and society influence, basic history, theories, processes of play writing, acting, directing and teachers understand technical theatre/stagecraft

is an essential component of theatre arts. However, all of the evidence is based upon one completer.

Sources of Evidence

- Praxis Scores
- Student transcripts
- Course syllabi
- Danielson Framework evaluations

Performance

1. The teacher demonstrates proficiency in all aspects of technical theatre/stagecraft.

2. The teacher demonstrates proficiency in all aspects of performance.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provided multiple lesson plans, observations with feedback, unit checklists, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate proficiency in all aspects of technical theatre/stagecraft and proficiency in all aspects of performance. However, all of the evidence is based upon one completer for Theater.

Sources of Evidence

- Multiple Lesson plans
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

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

Performance

1. The teacher demonstrates the ability to direct shows for public performance.

2. The teacher demonstrates the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – The EPP provided multiple lesson plans, observations with feedback, unit checklists, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate ability to direct shows for performance and the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance. However, all of the evidence is based upon one completer for Theater.

> ### Sources of Evidence
>
> - Multiple Lesson plans
> - Observations with feedback from instructors, cooperating teachers and mentors
> - Unit checklists
> - Danielson Evaluations specific to all domains

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.

Performance

1. Teacher demonstrates the ability to secure performance rights for various forms of productions.

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

9.2 Analysis – The EPP provided multiple lesson plans, observations with feedback, unit checklists, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate ability to secure performance rights for various forms of productions. However, all of the evidence is based upon one completer for Theater.

Sources of Evidence

- Multiple Lesson plans
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

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

Knowledge

1. The teacher understands how to operate safely and maintain the theatre facility.

2. The teacher understands how to operate safely and maintain technical theatre equipment.

3. The teacher understands OSHA and safety standards specific to theatre arts.

4. The teacher understands how to manage safely the requirements unique to theatre arts.

Standard 11 Safety and Management	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – The EPP provided course syllabi, lesson plans and unit checklists as evidences that the teacher candidates and completers demonstrate an adequate understanding of teachers creating a safe, productive physical learning environment, including management of tools, supplies, equipment, and space. However, all of the evidence is based upon one completer.

Sources of Evidence

- Lesson Plans
- Unit checklists
- Course syllabus for Theater 1111-Stagecraft

Performance

1. The teacher can operate safely and maintain the theatre facility.

2. The teacher can operate safely and maintain technical theatre equipment.

3. The teacher employs OSHA and safety standards specific to theatre arts.

4. The teacher can manage safely the requirements unique to theatre arts.

Standard 11 Safety and Management	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis – The EPP provided evidence in the forms of course syllabus in Theater 1111, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of how teachers creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space. However, all of the evidence is based upon one completer for Theater.

Sources of Evidence

- Multiple lesson plans
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains
- Course syllabus Theater 1111-Stagecraft

Summary

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

Recommended Action for Theatre Arts

☐   Approved
☒   Conditionally approved
        ☐   Insufficient Evidence
        ☒   Lack of completers
        ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR VISUAL ARTS TEACHERS

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

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

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

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

Knowledge

1. The teacher understands a variety of media, styles, and techniques in multiple art forms.

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

3. The teacher understands the elements and principles of art and how they relate to art making and art criticism.

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

5. The teacher understands the value of visual arts as they relate to everyday experiences.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provided Praxis testing scores, student transcripts, course syllabi, and Danielson Framework evaluations as evidences that the teacher candidates and completers

demonstrate an adequate understanding of a variety of media, styles, and techniques in multiple art forms, understand the elements and principles of art and how they relate to art making and art criticism, understand how to use the creative process (brainstorm, research, rough sketch, final product, and reflection), and understand the value of visual arts as they relate to everyday experiences. However, all of the evidence is based upon one completer.

Sources of Evidence

- Praxis Scores
- Student transcripts
- Course syllabi
- Danielson Framework evaluations

Performance

1. The teacher applies a variety of media, styles, and techniques in multiple art forms.

2. The teacher instructs students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works.

3. The teacher applies the elements and principles of art and how they relate to art making and art criticism.

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

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provided multiple lesson plans, completer interviews, observations with feedback, unit checklists, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate proficiency to apply a variety of media, styles, and techniques in multiple art forms, instruct students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works, application of the elements and principles of art and how they relate to art making and art criticism, how to use the creative process (brainstorm, research, rough sketch, final product), provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work. However, all of the evidence is based upon one completer.

Sources of Evidence

- Completer Interviews
- Multiple lesson plans
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

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	0	1	0
Performance	1	0	1	0

Recommended Action for Visual Arts

☐   Approved
☒   Conditionally approved
        ☐   Insufficient Evidence
        ☒   Lack of completers
        ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS

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

Knowledge

1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher knows the target culture(s) in which the language is used.

3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.

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

5. The teacher knows the current social, political, and economic realities of the countries related to the target language.

6. The teacher understands how the U.S. culture perceives the target language and culture(s).

7. The teacher understands how the U.S. is perceived by the target language culture(s).

8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

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

1.1 Analysis – The EPP provides evidence to indicate that candidates understand the complexities of understanding culture, history, art, literature, social and political issues when teaching from a cultural perspective. Candidates receive rich and in-depth instruction in the world language they are studying to teach in secondary schools.

   Sources of Evidence

   - Course syllabi
   - Faculty interviews
   - Assignments focused on comparing and contrasting cultures
   - Coursework focused on historical events and timelines

Performance

1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.

2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.

3. The teacher promotes the value and benefits of world language learning to students, educators, and the community.

4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

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

6. The teacher systematically incorporates culture into instruction.

7. The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.

8. The teacher encourages students to understand that culture and language are intrinsically tied.

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

1.2 Analysis – Lessons created and taught by the candidate indicated evidence of rich instruction in areas such as vocabulary, speaking, listening, reading and writing. Evaluations conducted by institution supervisor indicate evidence of creative and supportive environments for students to learn a second language.

> ### Sources of Evidence
>
> - Candidate evaluations
> - Mini-lesson assignment
> - Lesson plans

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

Knowledge

1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.

2. The teacher understands that cultural knowledge is essential for the development of second language acquisition.

3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.

4. The teacher knows the methodologies and theories specific to second language acquisition.

5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

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

2.1 Analysis – Syllabi indicate a variety of assignments candidates do in order to prepare candidates to teach in a secondary classroom. Assignments focused on culture, history, and community show evidence of understanding these are important elements for future teaching and learning.

> ***Sources of Evidence***
>
> - Syllabi
> - Course assignments, which include candidates understanding of interrelated skills involved with second language acquisition processes (reading, writing, listening, and speaking)
> - Faculty interviews indicating support within the institution for cultural activities and foreign language clubs on campus (indicating support for students studying a second language)

Performance

1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2. The teacher integrates cultural knowledge into language instruction.

3. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.

5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

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

2.2 Analysis – Candidates show adequate performance during student teaching internship. Observation and summative assessments include evidence of candidate integrating instructional strategies, focus on culture, and offer encouragement to students to learn a second language.

Sources of Evidence

- Common summative assessment of candidates performance during internship
- Faculty interview: evidence of world language professors seeking opportunities to teach at the high school level as part of the institution focus of offering concurrent credit to students.
- Observations done by institution supervisors

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

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.

2. The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

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

3.1 Analysis – The EPP demonstrates that it provides candidates with knowledge about individual differences, religious beliefs, and how culture can influence the way students learn in an academic setting.

Sources of Evidence

- Syllabi
- Candidate course work focused on human development and individual differences
- Assignments focused on religion and values in other cultures

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.

2. The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

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

3.2 Analysis – The EPP provided evidence candidates understand the importance of providing support to diverse groups of students. Lesson plans and other assignments completed during teaching indicated candidates understand the importance of offering students differentiation during instruction.

Sources of Evidence

- Observations done by institution supervisors
- Student Achievement Report: Created during student teaching internship
- Differentiation Chart: Created during student teaching internship

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

Knowledge

1. The teacher understands that world languages methodologies continue to change in response to emerging research.

2. The teacher understands instructional practices that balance content-focused and form-focused learning.

3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical- thinking and problem solving.

Standard 4 Multiple Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – Course syllabi indicate that candidates are exposed to a variety of assignments that support the standard.

> ***Sources of Evidence***
>
> - Technology assignments
> - Course assignments focused on strategies and techniques to effectively engage students in a technological era
> - Mini lessons taught by candidates to secondary students

Performance

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

2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

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

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provided evidence of candidate lesson plans that incorporated a variety of strategies to support student learning. Candidates created teaching and learning plan guidelines to help support their knowledge and understanding of students they were teaching.

Sources of Evidence

- Presentations candidates created for students during internship
- Lesson plans
- Cooperating teacher evaluation of candidate lesson plans using the Danielson Framework (Domain One) and offering feedback to candidates as needed

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

Knowledge

1. The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.

2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

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

5.1 Analysis – The EPP provides candidates withseveral opportunities to understand topics related to second language acquisition. Course syllabi indicate many opportunities for candidates to explore these topics through in class/online discussions, assignments, reading, and writing assignments.

Sources of Evidence

- Course assignments focused on areas related to second language acquisition

- Syllabi
- Course work focused on the interactions between school, family, community, and culture

Performance

1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

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

5.2 Analysis – Candidate lesson plans include small group and whole group instruction. Discussion techniques are woven throughout candidate lesson plans.

Sources of Evidence

- Observations done by institution supervisors
- Lesson plans
- Candidate reflections

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

Knowledge

1. The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Standard 6 Communication Skills	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – Faculty interviews indicated the importance of candidates having in-depth knowledge and understanding of how to speak, write, and read in the world language they are studying prior to teaching in a secondary setting.

Sources of Evidence

- Course assignments requiring candidates speak in second language and recording themselves by answering questions related to course topics.
- Course assignments requiring candidates write in second language

- Faculty interviews: Upper division second language courses are required for all secondary world language-teaching candidates. Faculty wants to insure candidates can speak, write, read, and listen to conversation in the world language they are studying

Performance

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

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

6.2 Analysis – Lesson plans show evidence candidates offer investigative practices to students during student teaching. These showed minimal evidence of techniques to foster fluency.

  Sources of Evidence

  - Lesson plans
  - Teaching and Learning Plan Guidelines
  - SMART (specific, measurable, achievable, results focused, and time bound) Goal

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

Knowledge

1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

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

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

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Course syllabi provide evidence of a variety of assignments candidates participate in to prepare for the teaching in a secondary classroom.

Sources of Evidence

- Quiz question assignment
- Syllabus/Weekly schedule assignment
- Mini lesson assignment

Performance

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

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

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

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

7.2 Analysis – Candidate reflects on areas in the evaluation tool (Danielson Framework) and creates personal instructional goals during internship experience. Scaffolding is provided to students taught by candidates on the lesson plan. However, these techniques could be more specific in how the candidate plans to use these techniques for specific students.

Sources of Evidence

- Candidate reflections
- Lesson plans
- Differentiation Chart on Teaching and Learning Plan Guidelines

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

Knowledge

1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.

3. The teacher understands the importance of assessing the content and the form of communication.

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

8.1 Analysis – Course syllabi and course assignments focused on listening, speaking, reading, and writing. However, reviewer had difficulty finding specific instruction on how candidates learned to assess within the four modalities of learning.

> ### *Sources of Evidence*
>
> - Quiz question assignment
> - SMART (specific, measurable, achievable, results focused, and time bound) Goal assignment
> - Lesson plans

Performance

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.

2. The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.

3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

4. The teacher appropriately assesses for both the content and form of communication.

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

8.2 Analysis – Assessment plans candidates created during student teaching were limited. Evidence included tests and exams or questions asked at the end of a lesson.

Sources of Evidence

- Observations done by institution supervisors
- Summative
- SMART (specific, measurable, achievable, results focused, and time bound) Goal assignment to help improve instruction during candidate internship

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

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

Knowledge

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

2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.

3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

4. The teacher understands the effects of second language study on first language.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – Syllabi indicate several assignments candidates do to develop deeper understanding of first-hand experiences of native speakers.

Sources of Evidence

- Assignment: Interview with native speaker
- Assignment: Conversation with advanced speaker related to the themes and vocabulary studied during semester
- Syllabi

Performance

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

2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.

3. The teacher encourages students to participate in community experiences related to the target culture.

4. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

Standard 10 Partnerships	*Unacceptable*	*Acceptable*	*Exemplary*
10.2 Performance	X		

10.2 Analysis – Evidence was limited. Lesson plans included a family and community connections section to help candidates address this specific standard in their lesson plans. However, evidence was otherwise limited.

Sources of Evidence

- Lesson plans: Family community and connection section
- Mini lessons taught by candidates

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	9	0	9	0
Performance	9	4	5	0

Areas for Improvement

- Continued collaboration between language and education department may offer candidates the opportunities to develop community activities.
- A common ISU lesson plan template, including ISU logo and specific structure, could be beneficial for candidates to use in their field work.
- There was limited evidence of candidate knowledge and understanding of data driven instructional practices within the four modalities (listening, speaking, reading, and writing). A recommendation would be to have candidates capture specifics on lesson plans on how they plan to assess students within the four modalities and use this information to drive instructional practices.
- Faculty from the education and foreign language departments collaborating to ensure knowledge and performance areas of the standards are taught.

Recommended Action for World Languages

☐   Approved

☒   Conditionally approved

        ☒   Insufficient evidence

        ☒   Lack of completers

        ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR ONLINE TEACHERS

Standard 1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge

1. The online teacher understands the current standards for best practices in online teaching and learning.

2. The online teacher understands the role of online teaching in preparing students for the global community of the future.

3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.

4. The online teacher understands the relationship between online education and other subject areas and real life situations.

5. The online teacher understands the relationship between online teaching and advancing technologies.

6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.

7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

Standard 1 Knowledge of Online Education	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

*1.1 Analysis –*Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of all standards listed above.

Sources of Evidence

- Course syllabi
- Defense of Internship project (multiple candidates)
- SCL Report template

Performance

1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.

2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).

3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).

4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).

5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.

6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

Standard 1 Knowledge of Online Education	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		X	

*1.2 Analysis –*Candidate work samples provide evidence that teacher candidates demonstrate acceptable performance for all indicators.

Sources of Evidence

- Defense of Internship project (multiple candidates)
- 6639 Plan for Adaptation
- Interview with faculty

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

Performance

1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).

2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., media literacy, visual literacy).

3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.

4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g., Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g., Isolation, cyber-bullying); Moral (i.e., Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

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

2.2 Analysis – Candidate work opportunities like the Annotated Bibliography and the Literature Review meet indicator 3. Lesson plans addressed indicators 2 and 4. No evidence of Indicator 1 was provided.

Sources of Evidence

- Annotated bibliography/scoring sheet
- Literature review
- Teacher Candidate- 6639 Plan for Adaptation
- Teacher Candidate- 6639 Lesson Plan Adaptation

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

Knowledge

1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

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

3.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), and assistive technology. An interview with faculty confirmed that 508 compliant and accessibility were items that were addressed in courses.

Sources of Evidence

- Defense of Internship project
- EDLT 6655 syllabus
- Interview with faculty
- Teacher Candidate- 6639 plan for adaptation

Performance

1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).

3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

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

3.2 Analysis – Candidate work samples provide evidence that teacher candidates demonstrate performance of indicators 2, 3. Candidates are offering examples of modifying review items to assist students. Indicator 1 is met via the 6639 Plan for Adaptation because the assignment asks them to identify needs and what the plan will be to solve that need. An interview with faculty revealed conversations that happen within

the program/course on how to personalize activities and coordinate with their cooperating teachers and others in the environment.

Sources of Evidence

- Defense of Internship project
- Interview with faculty
- 6639 plan for adaptation

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

Knowledge

1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).

2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of all the indicators above.

Sources of Evidence

- Defense of Internship project
- EDLT 6655 syllabus
- Interview with faculty

Performance

1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).

2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)

3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of all indicators. The lesson plan allows candidates to create multiple lesson plans with different activity options to meet stated objectives in the assignment. The template for assignments also shows outcomes that meet all indicators.

Sources of Evidence

- LAP Gagne Style template document
- Teacher Candidate 6639 lesson plan assignment (multiple candidates)
- Candidate work samples

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

Performance

1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).

2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).

3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

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

5.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of all indicators.

Sources of Evidence

- Defense of Internship project (multiple candidates)
- Faculty interviews
- Candidate lesson plans

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

Knowledge

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

Standard 6 Communication Skills, Networking, and Community Building	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of all indicators. Candidates have the opportunity to communicate through writing, presentations, and various modes of communication through a Learning Management System (LMS).

Sources of Evidence

- Faculty interview
- Defense of Internship project
- 6639 lesson plan assignment

Performance

1. The online teacher is a thoughtful and responsive communicator.

2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).

3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.

4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

Standard 6 Communication Skills, Networking, and Community Building	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Candidate work samples provide evidence that teacher candidates demonstrate performance of indicators 1, 2, and 3. No evidence was provided that directly aligned with indicator 4. Through analysis of student performance data and interviews, 75% of the indicators were met.

> ***Sources of Evidence***
> - Defense of Internship Project (multiple candidates)
> - Interview with the Dean of the College of Education

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

Performance

1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.

2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.

3. The online teacher designs and develops subject-specific online content.

4. The online teacher uses multiple forms of media to design course content.

5. The online teacher designs course content to facilitate interaction and discussion.

6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

7.2 Analysis – Candidate work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of indicator 3, 4, 5. The lesson plan examples meet indicators 3 and 5. The Defense of Internship Paper offers examples of multiple forms of media to create instructional materials for the course. 60% of the indicators were met, while 40% of the indicators had no performance evidence available for review.

Sources of Evidence

- EDLT 6656 syllabi with standards indicators as outcomes
- 6639 lesson plan assignment (multiple candidates)
- Defense of Internship paper

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

Performance

1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

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

8.2 Analysis – Candidate work samples are aligned to indicator 1 but no evidence aligned to indicator 2. Unacceptable was given in part because of the lack of completers in the program, thus performance pieces are not available. 50% of the indicators were not met due to lack of evidence.

Sources of Evidence

- Defense of Internship project (multiple candidates)

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

Knowledge

1. The online teacher understands the need for professional activity and collaboration beyond school (e.g., professional learning communities).

2. The online teacher knows how educational standards and curriculum align with 21st century skills.

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

9.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of all the indicators.

Sources of Evidence

- Defense of Internship paper
- Syllabi
- Faculty interview

Performance

1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).

2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.

3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

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

9.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of indicators 2 and 3. There is no performance evidence showing that the student adhered to indicator 1. Unacceptable was given in part because of the lack of completers in the program, thus performance pieces are not available. 67% of the indicators were met. 33% of the indicators were not met due to lack of evidence.

Sources of Evidence

- Defense of Internship paper

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

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	5	0	5	0
Performance	9	3	6	0

Areas for Improvement

- As the program grows and continues to develop, faculty and the reviewer spoke about more opportunities to give feedback in specific areas throughout the candidate's life in the program.

Recommended Action for Online Teachers

☐   Approved
☒   Conditionally approved
        ☐   Insufficient Evidence
        ☒   Lack of completers
        ☐   New Program

☐   Not approved

IDAHO FOUNDATION STANDARDS FOR THE PREPARATION OF SCHOOL ADMINISTRATORS

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Standard 1: School Culture - The School Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Knowledge: The School Administrator:

1. Understands the importance of eliciting feedback that measures the school and community perceptions.

2. Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.

3. Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.

4. Understands methods for responding to conflict.

Standard 1 School Culture	Unacceptable	Acceptable	Exemplary
1.1 Knowledge			

1.1 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Performance: The School Administrator:

1. Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.

2. Demonstrates ability to proactively engage staff in conflict resolution.

3. Demonstrates ability to establish rules and related consequences designed to keep students safe.

4. Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.

5. Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.

6. Demonstrates ability to use data to monitor and improve school climate.

7. Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

Standard 1 School Culture	Unacceptable	Acceptable	Exemplary
1.2 Performance			

1.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Knowledge: The School Administrator:

1. Understands the importance of making organizational decisions based upon the mission and vision of the school and district.

2. Understands effective communication strategies.

3. Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

Standard 2 Communication	Unacceptable	Acceptable	Exemplary
2.1 Knowledge			

2.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.

2. Demonstrates ability to develop and facilitate a clear, timely communication plan across the school's departments to support effective and efficient school operations.

3. Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.

4. Demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.

Standard 2 Communication	Unacceptable	Acceptable	Exemplary
2.2 Performance			

2.2 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Knowledge: The School Administrator:

1. Understands the importance of inviting community input and using the input to inform decisions

2. Understands cultural diversity and its importance in the schools learning community.

Standard 3 Advocacy	Unacceptable	Acceptable	Exemplary
3.1 Knowledge			

3.1 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Performance: The School Administrator:

1. Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.

2. Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

Standard 3 Advocacy	Unacceptable	Acceptable	Exemplary
3.2 Performance			

3.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Knowledge: *The School Administrator:*

1. Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.

2. Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.

3. Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

Standard 4 Shared Leadership	Unacceptable	Acceptable	Exemplary
4.1 Knowledge			

4.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: *The School Administrator:*

1. Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.

2. Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

Standard 4 Shared Leadership	Unacceptable	Acceptable	Exemplary
4.2 Performance			

4.2 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge: The School Administrator:

1. Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.

2. Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.

3. Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.

4. Understands the importance of clear and consistent processes and systems to manage change.

5. Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

Standard 5 Priority Management	Unacceptable	Acceptable	Exemplary
5.1 Knowledge			

5.1 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Performance: The School Administrator:

1. Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.

2. Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

Standard 5 Priority Management	Unacceptable	Acceptable	Exemplary
5.2 Performance			

5.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Knowledge: The School Administrator:

1. Understands emerging issues and trends impacting families, school, and community.

2. Understands available resources in the community.

3. Understands the value of transparency regarding decision making and the allocation of resources.

4. Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 6 Transparency	Unacceptable	Acceptable	Exemplary
6.1 Knowledge			

6.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance

1. Provides rationale for decisions regarding the allocation of resources.

2. Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 6 Transparency	Unacceptable	Acceptable	Exemplary
6.2 Performance			

6.2 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Knowledge: *The School Administrator:*

1. Understands the roles of leadership.

2. Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

3. Understands the political, social, cultural, and economic systems and processes that support and impact education.

4. Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

Standard 7 Leadership Renewal	Unacceptable	Acceptable	Exemplary
7.1 Knowledge			

7.1 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Performance: *The School Administrator:*

1. Creates and implements an individual professional learning plan.

2. Enhances leadership skills through collaboration with colleagues and professional development.

3. Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.

4. Communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.

5. Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

Standard 7 Leadership Renewal	Unacceptable	Acceptable	Exemplary
7.2 Performance			

7.2 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Knowledge: The School Administrator:

1. Understands operational policies and procedures.

2. Understands human resources management.

3. Understands sound fiscal operations principles and issues.

4. Understands facilities maintenance and principles regarding use of space and educational suitability.

5. Understands legal issues impacting personnel, management, and operations.

6. Understands ethical frameworks and perspectives.

7. Understands the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

8. Understands policies and laws related to school and district.

Standard 8 Accountability	Unacceptable	Acceptable	Exemplary
8.1 Knowledge			

8.1 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Performance: The School Administrator:

1. Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.

2. Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

Standard 8 Accountability	Unacceptable	Acceptable	Exemplary
8.2 Performance			

8.2 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.

3. Understands student growth and development.

4. Understands adult learning and professional development.

5. Understands the change process for systems, organizations, and individuals.

6. Understands the essential role of technology in education.

Standard 9 Innovation	Unacceptable	Acceptable	Exemplary
9.1 Knowledge			

9.1 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Performance: The School Administrator:

1. Provides opportunities for staff to utilize research based strategies to refine curriculum implementation and encourage purposeful innovation.

2. Engages instructional staff in collaborative analysis to plan for continuous academic improvement.

3. Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 9 Innovation	Unacceptable	Acceptable	Exemplary
9.2 Performance			

9.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.

3. Understands the effective use of assessment and evaluation.

4. Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Standard 10 Instructional Vision	Unacceptable	Acceptable	Exemplary
10.1 Knowledge			

10.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Provides time, space, and opportunities for instruction.

2. Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

3. Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.

4. Creates an action plan for instructional improvement designed to increase student achievement.

Standard 10 Instructional Vision	*Unacceptable*	*Acceptable*	*Exemplary*
10.2 Performance			

10.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Knowledge: The School Administrator:

1. Understands the difference between, and the appropriate use of formative and summative assessments.

2. Understands the process for developing common formative benchmark assessments or rubrics.

3. Understands how to use data to guide student instruction and tiered intervention.

4. Understands how to identify at risk students.

5. Understands the laws and regulations associated with special student populations.

6. Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.

7. Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.

8. Understands various intervention strategies to be implemented to close achievement gaps.

9. Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.

10. Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.

11. Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Standard 11 High Expectations	Unacceptable	Acceptable	Exemplary
11.1 Knowledge			

11.1 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Performance: The School Administrator:

1. Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.

2. Has used observation and evaluation methods to supervise instructional personnel.

3. Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

Standard 11 High Expectations	Unacceptable	Acceptable	Exemplary
11.2 Performance			

11.2 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge: The School Administrator:

1. Understands that the evaluation process is used to improve instructional practice.

2. Understands the use of multiple measures of student performance data to improve classroom instruction.

3. Understands the role of professional learning plans during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

Standard 12 Continuous Improvement of Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
12.1 Knowledge			

12.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.

2. Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.

3. Uses data to inform school wide professional development.

Standard 12 Continuous Improvement of Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
12.2 Performance			

12.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Knowledge: The School Administrator:

1. Understands laws and policies governing staff evaluation.

2. Understands the Idaho adopted framework for teaching.

3. Understands differentiated tools for evaluation of all staff.

4. Understands effective instructional supervision, evaluation, and due process.

Standard 13 Evaluation	*Unacceptable*	*Acceptable*	*Exemplary*
13.1 Knowledge			

13.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Assesses all staff performance with accuracy and consistency.

2. Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

Standard 13 Evaluation	*Unacceptable*	*Acceptable*	*Exemplary*
13.2 Performance			

13.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Knowledge: The School Administrator:

1. Understands laws regarding highly qualified requirements for teachers.

2. Understands laws and policies governing hiring and retaining personnel.

3. Understands multiple interview strategies and techniques for hiring teachers.

4. Understands the process and research based practices of mentoring.

Standard 14 Recruitment and Retention	Unacceptable	Acceptable	Exemplary
14.1 Knowledge			

14.1 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Performance: The School Administrator:

1. Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.

2. Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.

3. Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.

Standard 14 Recruitment and Retention	Unacceptable	Acceptable	Exemplary
14.2 Performance			

14.2 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Recommended Action for Foundations for Preparation of School Administrators

Not reviewed, as they were previously approved in 2015. Foundations for Preparation of School Administrators are foundational and a prerequisite for Special Education Directors.

☐   Approved

☐   Conditionally approved
        ☐   Insufficient Evidence
        ☐   Lack of completers
        ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR SPECIAL EDUCATION DIRECTORS

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: School Culture - The administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge

1. The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.

2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.

3. The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.

4. The special education director understands the use of technology in referral processes, ~~IEP~~ Individual Education Plan development, and records management.

Standard 5 Priority Management	Unacceptable	Acceptable	Exemplary
5.1 Knowledge	X		

5.1 Analysis – The EPP did not provide sufficient evidence for indicators (1), (2), and (3) to demonstrate that the program is designed to meet the standard. The materials provided were limited to review of syllabi. Many of the listed syllabi are for the courses that lead to endorsement as an Educational Administrator not the Special Education Director Endorsement. As there are no current candidates nor any completers since the program was updated two years ago there were no coursework, or interviews to conduct. Interviews with two faculty members indicated that since the Special Education Directors program was conditionally approved in 2016 there have been no changes to the program design.

> ### Sources of Evidence
> - Syllabi
> - Faculty interview

Performance

1. The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.

2. The special education director implements the special education processes and procedures required by federal, state and school district policies.

3. The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.

Standard 5 Priority Management	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

*5.2 Analysis –*There is incomplete evidence as there are no current students nor any completers to interview, or coursework to review. As a result there is no performance evidence to review for this standard.

Sources of Evidence

- Syllabi
- Faculty interviews

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge

1. The special education director understands the concept and best practices of least restrictive environment.

2. The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.

3. The special education director understands the importance of collaboration to provide general education targeted interventions.

Standard 10 Instructional Vision	Unacceptable	Acceptable	Exemplary
10.1 Knowledge	X		

10.1 Analysis – The EPP did not provide sufficient evidence for indicators (1), (2), and (3) to demonstrate that the program is designed to meet the standard. The materials provided were limited to review of syllabi. Many of the listed syllabi are for the courses that lead to endorsement as an Educational Administrator not the Special Education Director Endorsement. As there are no current candidates nor any completers since the program was updated two years ago there were no coursework, or interviews to conduct. Interviews with two faculty members indicated that since the Special Education Directors program was conditionally approved in 2016 there have been no changes to the program design.

Sources of Evidence

- Syllabi
- Faculty interviews

Performance

1. The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.

2. The special education director engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

Standard 10 Instructional Vision	Unacceptable	Acceptable	Exemplary
10.2 Performance	X		

10.2 Analysis – There is incomplete evidence as there are no current students nor any completers to interview, or coursework to review. As a result there is no performance evidence to review for this standard.

Sources of Evidence

- Syllabi
- Faculty interviews

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/ administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge

1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.

2. The special education director knows how to plan, write, implement, and access Individual Education Programs.

3. The special education director understands the role of assistive and adaptive technology and related services in instruction.

4. The special education director understands community-based instruction and experiences for students.

5. The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

6. The special education director understands statewide assessment policies.

Standard 12 Continuous Improvement of Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
12.1 Knowledge	X		

12.1 Analysis – The EPP did not provide sufficient evidence for indicators (1), (2), and (3) to demonstrate that the program is designed to meet the standard. The materials provided were limited to review of syllabi. Many of the listed syllabi are for the courses that lead to endorsement as an Educational Administrator not the Special Education Director Endorsement. As there are no current candidates nor any completers since the program was updated two years ago there were no coursework, or interviews to conduct. Interviews with two faculty members indicated that since the Special Education Directors program was conditionally approved in 2016 there have been no changes to the program design.

Sources of Evidence

- Syllabi
- Faculty interviews

Performance

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.

2. The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.

3. The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.

Standard 12 Continuous Improvement of Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
12.2 Performance	X		

12.2 Analysis – There is incomplete evidence as there are no current students nor any completers to interview, or coursework to review. As a result there is no performance evidence to review for this standard.

Sources of Evidence

- Syllabi
- Faculty interviews

Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.

Summary

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

Areas for Improvement

- There are five specific courses for the Idaho Standards for Special Education Director Endorsement. These are: EDLA 7724, SPED 5538, SPED 5550, SPED 6639 and SPED 6632. The EPP has listed most all of the courses in the Master of Education in Education Administration as meeting the Knowledge and Performance Standards. There is a disconnect between the depth that Educational Administrators and Special Education Administrators need in order to meet the Special Education Director standards and indicators. An EDUC course meant to qualify Educational Administrators is insufficient for training Special Education Directors. These are courses designed for the Education Administration programs and are not designed for the Special Education Director Endorsement.

- Only SPED 6632 is designed to specifically meet the Idaho Standards for the Special Education Director Endorsement. EDLA 7724 does meet some of the Knowledge and Performance Standards. SPED 5538, 5550, and 6639 according the syllabi provided do not meet the Knowledge and Performance Standards that the EEP has listed on the included matrix. Based on the interviews with faculty and review of course syllabi along with the inability to interview current candidates and completers as there have not been any candidates since the program was granted conditional status in 2016 indicate nothing has changed since that time. There is no evidence to support instruction shifts for the Special Education Director program.

Recommended Action for Special Education Directors

☐   Approved

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

☐   Not approved

In April 2019, the PSC accepted ISU's rejoinder and voted to move Special Education Director to Conditionally Approved due to insufficient evidence and lack of completers.