IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

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INTRODUCTION

The University of Idaho was founded in 1889 by an act of the 15th and last territorial legislature. As the state's land-grant research university, the University of Idaho's reach extends throughout the state beyond its main campus in Moscow. The university serves over 11,000 students with educational centers in Boise, Coeur d'Alene and Idaho Falls; nine Research and Extension centers; and Extension offices in 42 counties. The University of Idaho Teacher Education Program is offered through the College of Education, Health and Human Sciences.

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

Team members looked for applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: individual course syllabi and assignments, class assignments and reports, program course lists and requirements, videos of candidates teaching lessons, candidate evaluations, additional evaluations both formal and informal, and Praxis II test results. In addition to this documentation, team members conducted interviews with candidates, completers, university administrators, university faculty, PreK-12 principals and cooperating teachers. The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report.

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

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
Idaho Core Teaching Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Idaho Comprehensive Literacy Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Pre-Service Technology Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Idaho Standards for Model Preservice Student Teaching Experience	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Institutional Recommendations	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for (ENL) English as New Language	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Foundation Standards for Career-technical Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	
Idaho Standards for Agricultural Science and Technology Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*
Idaho Standards for Business Technology Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*
Idaho Standards for Family and Consumer Sciences Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*
Idaho Standards for Marketing Technology Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*

Standards/Program	Recommendation	Notes
Idaho Standards for Technology Education Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*
Idaho Standards for Elementary Education Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for English Language Arts Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Exceptional Child Generalists	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Health Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Literacy Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Mathematics Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Physical Education Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Foundation Standards for Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Biology Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Chemistry Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Earth and Space Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Physics Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	

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

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

STATE PROGRAM APPROVAL RUBRICS

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

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

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

Unacceptable	Acceptable	Exemplary
• 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.

IDAHO CORE TEACHING STANDARDS

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

Knowledge

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

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

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

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

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

1.1 Analysis – The EPP provides sufficient evidence for all knowledge indicators for Standard 1. Evidence includes the Candidate Performance by InTASC Domain data set, case study rubrics, and candidate work samples.

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDCI 310 case study rubrics
- EDSP 300 candidate work sample

Performance

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

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

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 1. Evidence includes the Candidate Performance by InTASC Domain data set, candidate work samples, and intern and completer interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDSP 300 candidate work sample (lesson plan, specifically)
- Intern and completer interviews

Disposition

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

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

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

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.3 Disposition		X	

1.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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

Knowledge

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

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

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

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

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

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 2. Evidence includes the Candidate Performance by InTASC Domain data set, intern interviews, and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern interviews
- EDSP 300 candidate work sample
- EDCI 302 candidate work sample

Performance

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

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

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

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

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

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

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – The EPP provides sufficient evidence for all performance indicators for Standard 2. Evidence includes the Diversity Performance Report, the Candidate Performance by InTASC Domain data set, and candidate work samples.

Sources of Evidence

- Diversity Performance Report (UI data warehouse)
- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDSP 300 candidate work sample
- EDCI 463 candidate work sample

Disposition

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

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

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

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

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.3 Disposition		X	

2.3 Analysis – Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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

Knowledge

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

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

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

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

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

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 3. Evidence includes the Candidate Performance by InTASC Domain data set, candidate work samples, and candidate, completer, and mentor interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDCI 463 candidate work sample
- EDCI 302 candidate work sample
- Candidate, completer, and mentor interviews

Performance

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

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

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

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

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

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

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

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

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – *The EPP provides sufficient evidence for indicators f, h, i, j, k, l, and m. Evidence included the Candidate Performance by InTASC Domain data set and candidate, completer, and mentor interviews. Evidence is insufficient for indicator g.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Candidate, completer, and mentor interviews

Disposition

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

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

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

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

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

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.3 Disposition		X	

3.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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

Knowledge

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

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

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

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

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 4. Evidence includes candidate PRAXIS data, the Candidate Performance by InTASC Domain data set, and intern interviews.*

Sources of Evidence

- Candidate PRAXIS data (UI data warehouse)
- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern interviews

Performance

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

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

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

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

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

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

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

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

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 4. Evidence includes the Candidate Performance by InTASC Domain data set, candidate lesson and unit plans, candidate reflections, and candidate interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Candidate lesson/unit plans

- Candidate reflections
- Candidate interviews

Disposition

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

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

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

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.3 Disposition		X	

4.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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

Knowledge

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

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

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

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

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

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

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

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge	X		

5.1 Analysis – The EPP provides sufficient evidence for indicators c, d, e, f, and h. Evidence included the Candidate Performance by InTASC Domain data set, candidate lesson plans, candidate work samples, candidate autobiographical essay, an assignment rubric, a course syllabus, and a candidate teaching video. Evidence is insufficient for indicators a, b, and g.

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Lesson plans
- EDCI 410 candidate work sample
- EDCI 201 autobiographical essay
- EDCI 524 mini-review of literature evaluation rubric
- EDCI 410 course syllabus
- Burke candidate teaching video

Performance

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

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

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

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

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

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

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

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – *The EPP provides sufficient evidence for k, l, m, o, and p. Evidence included the Candidate Performance by InTASC Domain data set, the Digital Collaboration Performance Task assignment and reflection, and a candidate teaching video. Evidence is insufficient for indicators i, j, and n.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDUC 410 Digital Collaboration Performance Task and reflection
- Burke candidate teaching video

Disposition

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

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

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.3 Disposition		X	

5.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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

Knowledge

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

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

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

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

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

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

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

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

6.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 6. Evidence includes the Candidate Performance by InTASC Domain data set, intern interviews, and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern interviews
- EDCI 410 candidate work sample

Performance

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

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

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

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

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

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

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

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

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

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 6. Evidence includes the Candidate Performance by InTASC Domain data set, candidate work samples, and TPA examples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)

- EDCI 410 candidate work sample
- EDCI 401 UITPA

Disposition

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

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

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

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

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

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

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.3 Disposition		X	

6.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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

Knowledge

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

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

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

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

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

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

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

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 7. Evidence includes the Candidate Performance by InTASC Domain data set, candidate work samples, and intern interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDCI 463 candidate work sample
- Intern interviews

Performance

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

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

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

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

7(l)   The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists,

librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

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

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 7. Evidence includes the Candidate Performance by InTASC Domain data set and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDCI 410 candidate work sample
- EDCI 302 candidate work sample (Curriculum mapping)

Disposition

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

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

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

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

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.3 Disposition		X	

7.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSA's)

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

Knowledge

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

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

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

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

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

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

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

8.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 8. Evidence includes the Candidate Performance by InTASC Domain data set, intern interviews, and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern interviews
- EDSP 300 candidate work sample

Performance

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

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

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

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

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

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

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

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

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 8. Evidence includes the Candidate Performance by InTASC Domain data set, intern and completer interviews, and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern and completer interviews
- EDSP 300 candidate work sample
- EDCI 463 candidate work sample
- EDCI 410 candidate work sample

Disposition

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

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

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

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

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.3 Disposition		X	

8.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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

Knowledge

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

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

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

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

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

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

9.1 Analysis – *The EPP provides sufficient indicators for a, b, d, and e. Evidence included the Candidate Performance by InTASC Domain data set, program completer interviews, candidate reflections, candidate lesson plans, intern interviews, and a course syllabus. Evidence is insufficient for indicator c.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Program completer Interviews
- Candidate reflections
- Candidate lesson plans
- Intern interviews
- EDCI 410 course syllabus

Performance

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

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

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

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

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

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

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

9.2 Analysis – *The EPP provides sufficient evidence for indicators f, g, h, i, and k. Evidence included the Candidate Performance by InTASC Domain data set, completer and mentor interviews, and the Google Map Creation Performance Task assignment and reflection. Evidence is insufficient for indicator j.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Completer and mentor interviews
- EDCI 410 Google Map Creation Performance Task and reflection

Disposition

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

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

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

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

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

9.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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

Knowledge

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

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

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

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

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The EPP provides sufficient evidence for all knowledge indicators for Standard 10. Evidence includes the Candidate Performance by InTASC Domain data set, field mentor interviews, and the weekly topics artifact.

Sources of Evidence

- Candidate performance by InTASC Domain data set (UI data warehouse)
- Field mentor interviews
- EDCI weekly topics artifact

Performance

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

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

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

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

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

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

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

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

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

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

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

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 10. Evidence includes the Candidate Performance by InTASC Domain data set and field mentor and principal interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Field mentor interviews
- Principal interviews

Disposition

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

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

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

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

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

Standard 10 *Leadership and Collaboration*	*Unacceptable*	*Acceptable*	*Exemplary*
10.3 Disposition		X	

***10.3 Analysis** – Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

Summary

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

Recommended Action on Idaho Core Teaching Standards

☒   Approved

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

☐   Not Approved

Areas for Consideration

- The EPP could consider identifying and collecting artifacts based on interdisciplinary approaches, creative thinking, critical thinking, and problem solving related to authentic local and global issues.
- The EPP could consider identifying and collecting artifacts that highlight learning experiences that engage learners in collaborative and self-directed learning.
- The EPP could consider identifying and collecting artifacts that highlight purposeful candidate engagement in identification and reflection of personal biases and their impact on learners and the learning environment.

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.

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 – The EPP provides sufficient evidence of meeting Standard 1. Through the 320 syllabus and Reading Portfolio that candidates demonstrated knowledge of phonological and phonetic awareness. We were able to find evidence that candidates understand emergent literacy and concepts of print through the EDCI 466 signature assignment. The EPP provided sufficient evidence through the 320 syllabus and lesson plans that candidates receive instruction in phonics and word analysis and that they can apply that understanding in the 466-signature assignment in the section. The 320 syllabus and 466 case study that candidates receive instruction in fluency and comprehension. They provide evidence that they understand the concepts in the 466-signature assignment in the section.

Sources of Evidence

- Syllabus 320
- EDCI 466 signature assignment
- Reading portfolio
- EDCI 466 case study
- Lesson plans
- ICLA scores
- PRAXIS Elementary Reading pass rates

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 – The EPP provides evidence in the 320 syllabi, reading portfolio, and lesson plans that candidates plan instruction in phonics or phonemic awareness. That evidence is strengthened by the addition of the EDCI 466 signature assignment. The EDCI case study and EDCI signature assignment provided evidence that candidates that take these courses can plan instruction that supports literacy progression for individual students based on student data on a range of reading skills. Additionally, The EDCI 466 case study and EDCI 466 signature assignment provided evidence that candidates can modify instruction for individual students.

Sources of Evidence

- Reading portfolio
- EDCI 466 signature assignment
- EDCI case study
- Lesson plans

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

Knowledge

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

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

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

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

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

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

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

2.1 Analysis – *Syllabi from EDCI 463 and 321 provide evidence of learning activities that demonstrate teacher candidates are familiar with a variety of genres in children and YA literature. Multiple sources of evidence were provided that both elementary and secondary candidates were able to create text sets or use texts to enhance students' knowledge of content.*

A variety of lesson plans demonstrate candidates' knowledge of strategies that promote critical thinking and both syllabi and lesson plans demonstrate candidates' knowledge of strategies that promote vocabulary development. Specific vocabulary skills were listed for language learners. strategies. The 466-signature assignment and the 466 case study highlighted elementary candidates' ability to understand the connection between fluency and comprehension; there was some evidence for secondary candidates in the 463 syllabus and lesson planning, but it was not as explicit.

While there was evidence That the elementary candidates did know how to look up and use Lexile Numbers to determine reading levels, there was no evidence that students knew how to determine text complexity or language demands for text types that students would engage with.

Sources of Evidence

- Syllabus (321 & 463)
- Lesson plans 463
- SQ lesson plans
- Writing blogs
- SQ Bookifies
- 466 signature assignment

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 – The 466-case study and 448 differentiated Lesson Plans made a strong case for candidates' ability to plan instruction that used high quality literature to develop content knowledge and featured lesson strategies that promote critical thinking, comprehension skills and vocabulary development for everyone. Lesson plans and case studies did show differentiation plans for language learners with scaffolds to access the content through other means.

The evidence was insufficient to determine whether candidates know how to determine text complexity or language demands in order to match readers to text or develop specific learning targets and scaffolds for language learners in order to develop their ability to read text with high language demands and text complexity.

Sources of Evidence

- 466 case study
- SQ lesson plans
- Whitfield strategy presentation
- 448 differentiated lesson plan

Standard III: Literacy Assessment Concepts. The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the

teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

Knowledge

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

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

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

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

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

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

Standard 3 Literacy Assessment Concepts	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *There is strong evidence that elementary candidates understand the vocabulary of literacy assessment and analysis. Course topics and assignments along with the ICLA test for Standard 3 indicate candidates understand a variety of literacy assessments and can match assessment types with the assessment purpose and use results to determine the needs of individual learners. The signature assignment from 466 and the case study show that candidates can measure a student's reading levels and use this to select appropriate texts. We did not see evidence that candidates understand state specific literacy assessments and proficiency levels.*

Sources of Evidence

- Literacy dictionary
- Syllabi 320, 322, 466
- EDCI 466 signature assignment
- ED CI 466 case study

Performance

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

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

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

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

Standard 3 Literacy Assessment Concepts	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – *There is strong evidence that elementary candidates can administer and interpret results of a variety of literacy assessments. In the 466 signature assignment and case study candidates used assessment results to make instructional decisions regarding instruction and intervention. Candidates also used a student's reading level to select appropriate texts. There is not evidence that candidates understand state specific literacy assessments and proficiency levels. The interviews with mentors and principals indicated the importance of students participating in the whole RTI process for a student. This involved literacy intervention.*

Sources of Evidence

- 466 signature assignment
- 466 case study
- EDCI 408 RTI
- EDCI 321 journal

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

Knowledge

4(a)   The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.

4(b)   The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.

4(c)   The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.

4(d)   The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.

4(e)   The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.

4(f)   The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.

4(g)   The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.

4(h)   The teacher understands the impact of motivation and choice on writing production.

Standard 4 Writing Process	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Recognizing that Standard 4 is a newer standard, it is evident the EPP has made significant efforts toward meeting the standard. The EPP is commended for adding a standalone required writing course for the elementary programs. This is unique across the nation. Overall, elementary candidates demonstrate knowledge of Standard 4.

The secondary candidates had one week of writing instruction in their 463-course. Also commendable, the secondary candidates are required to take one advanced composition course. However, there is not evidence that these courses cover all the standard or indicators. In addition, neither elementary or secondary candidates take the Standard 4 ICLA test, so knowledge could not be determined through this test. Overall, lesson plans provided evidence that both sets of candidates are able to demonstrate knowledge of planning for writing instruction.

Sources of Evidence

- Syllabus 322 & 463
- Lesson plans for elementary and secondary
- Secondary requirement for an advanced comprehension course

Performance

4(i)   The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.

4(j)   The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.

4(k)   The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.

4(l)   The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).

4(m)   The teacher assesses components of effective writing in the content-areas, including utilizing quality rubrics.

4(n)   The teacher scaffolds instruction for a range of student writers.

4(o)   The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.

4(p)   The teacher utilizes choice to motivate writing production.

Standard 4 *Writing Process*	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – Overall, elementary candidates demonstrated the ability to plan and assess writing across genres and teaching the writing process and traits of writing. Secondary candidate's lesson plans were narrowly focused on particular genres related to the discipline. This is closure to the type of writing instruction we would expect to see in secondary classrooms. However, they did not demonstrate competencies across genres, teaching process writing, or the ability to conduct writer's workshops. There is just enough evidence overall to give an acceptable rating.

Sources of Evidence

- 322 lesson plan
- Oregon Trail lesson plan
- 463 lesson plan
- EDCI 466 signature assignment

Summary

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

Areas for Consideration

- The evidence provided suggests a need for instruction and application in determining text complexity and language demands for both elementary and secondary candidates.
- The evidence provided suggest that elementary candidates may benefit from additional instruction in understanding and analyzing Idaho state specific literacy assessments and proficiency levels.
- The evidence suggests that the EPP should consider engaging candidates in the standard 4 ICLA
- The evidence suggests that the required course work for secondary candidates is narrowly focused on only one genre. This may limit candidate opportunity to understand the writing processes, multiple genres, text types, and assessment for writing.

Recommended Action on Idaho Comprehensive Literacy Standards

☒   Approved

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

☐   Not Approved

PRE-SERVICE TECHNOLOGY STANDARDS

ISTE STANDARDS FOR TEACHERS

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

ISTE Standards • Teachers

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1. *Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.*
   a. Promote, support, and model creative and innovative thinking and inventiveness

   b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

   c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

   d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

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

Standard1 Analysis – *The EPP provides sufficient evidence through the EDCI 410 Syllabus and assignments that candidates meet Standard 1. The syllabi reiterate teacher dispositions that will carry these candidates through their career. Evidence demonstrates that students are learning to be reflective learners not only for their craft as a teacher, but also on the impact of student learning. Throughout the EDCI 401 syllabus and aligned artifacts the candidates receive instruction that advances their learning of digital tools in both face-to-face and virtual learning.*

Sources of Evidence

- EDCI 410 syllabus
- 410 Teaching with Tech rubric
- 410 Teaching with Tech assignment
- Interview

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 – *Artifacts show that the EPP provides learning experiences for candidates to design and develop digital age learning experiences and assessments throughout different courses. The assignments shared provide evidence that candidates can design, develop, and evaluate authentic learning experiences. The assessment pieces show that the candidates are learning different modalities for assessing their students, other than paper-pencil. The artifacts shared were from a variety of courses, and included assessments that were technological based, as well as other modalities. Interviews with completers provided evidence that candidates are expected and encouraged to think through different types of assessments. The candidates understand that there are different types of assessments. The candidates mentioned formative assessments, summative assessments, performance assessments and informal assessments. Candidates are taught to think-out-of-the-box, continue to learn and always implement the technologies/assessments that create equality for all students. The interviews also shared that the candidates/completers understand that diversity encompasses many different areas. The interviewees indicated that each course emphasized diversity in all senses -- thinking about cognitive levels, but also about race and culture.*

Sources of Evidence

- EDCI 410 syllabus
- 410 Digital Collaboration rubric
- 410 Digital Collaboration assignment
- 410 Digital Assessment rubric
- 410 Digital Assessment assignment
- 410 Digital Assessment reflection

- EDCI 408 lesson example (digital assignment/assessment)
- Interviews

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 – Provided evidence supports that candidates meet standard 3. Evidence was shown through the EDCI 410 rubric and associated assignments. Candidates are taught the fluency of technology systems and how to transfer that knowledge to new technologies. Collaboration tools were evident throughout the assignments, as well as candidates learning to be reflective practitioners. The 401 syllabus outlines multiple ways to model digital age work and learning. Interviews with initial completers explained the implementation of clinical experiences. The completers indicated that they were engaged every day with the application of designing, developing and implementing different lessons, after which they would be required to reflect upon the lesson. When asked specifically about technology, the completers indicated that technology is an important aspect of their program. They understood that not every lesson would lend itself to technology; however, they would work together to think through the alignment to existing technologies. Completers indicated that they are encouraged to think about technology and how that would create equity for their students.

Sources of Evidence

- EDCI 410 syllabus
- 410 Google Map rubric
- 410 Google Map assignment/reflection
- Interviews

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

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

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

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

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

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

Standard 4 Analysis – *The EPP submitted evidence aligned with Standard 4 and the individual indicators. Candidates are able to demonstrate their knowledge of promoting digital etiquette and responsible social interactions. This is evident throughout with the mention of digital citizenship and its importance to education. After reviewing Screencast evidence, it was evident that the candidates understand how to model the use of technology, while teaching the students a skill/task. The assignment also showed that the candidates understand the Danielson Framework from the reflections written which align to the different components. Each rubric provided clearly indicates the expectations of students and the relationship between the standards, learning and expectations of the candidates. The interviews also shared that the candidates/completers understand that diversity encompasses many different areas. The interviewees indicated that each course emphasized diversity in all senses -- thinking about cognitive levels, but also about race and culture.*

Sources of Evidence

- EDCI 410 syllabus
- 410 Teaching with Tech rubric
- 410 Teaching with Tech assignment
- 410 Website example rubric
- 410 Website example assignment
- 410 Screencast rubric
- 410 Screencast assignment
- Interviews

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 – Evidence provided demonstrates the EPP's alignment to this standard. The syllabi show that candidates are being provided a concrete introduction to the most commonly used technologies for engaging students. The EPP is clear to candidates that there are technologies developed frequently that will require additional learning and research on their part. The technologies taught are engaging for the candidates and model how they can effectively utilize the different tools for their own students as they transition to the classroom. It was noted that even though resources are discussed throughout the program, many times those candidates placed in smaller rural districts do not have access to the resources discussed. It was a discussion point throughout the interviews that the completers would like the instructors to have more knowledge about the current tools and trends being utilized within the school districts and understand that not all of the tools are affordable for school districts. Overall, candidates and completers feel prepared to complete research for resources and knowledgeable about how to integrate what they have with their students. The candidate interviews were all positive regarding their experiences with the EPP. They indicated that they each felt they were treated as an individual, but completed the requirements as a whole, learning together and becoming reflective practitioners. The portfolios shared exhibited the learnings of candidates and will provide a basis to showcase their work as they become completers.

Sources of Evidence

- EDCI 410 syllabus
- 410 Teaching with Tech rubric
- 410 Teaching with Tech assignment
- 410 Website rubric
- 410 Website assignment
- 410 Google Map rubric
- 410 Google Map assignment
- Portfolio
- Interview

Summary: *The evidence provided shows the extent to which candidates are taught different components and modalities of technology. Through the interview process evidence was provided that candidates/completers were prepared to understand the different tools, resources, and applications for all areas from assessment to assignments to transitioning students between tasks. There was a camaraderie shared amongst the candidates/completers that indicated an in-depth understanding of moving from the standard expectation to the implementation of the standards. This also speaks to the cohort model of educating students; they understand how to be professional amongst colleagues through the program. The interviewees indicated that they felt prepared for anything that might come their way. This year of COVID changed everything for these candidates/completers, however, they felt prepared to shift as needed.*

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Standard	5		5	

Areas for Consideration

- Some evidence suggests that candidates have limited exposure to technology components expected of teachers entering the profession. Additional evidence provided suggests that opportunities to learn types of Learning Management Systems and Student Information Systems may be a benefit to candidates.
- Through the interviews the candidates/completers indicated that it was challenging to change their demonstration items to align to the different expectations in Blackboard and Taskstream.

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 – The EPP provided evidence that candidates meet the standard. The Fall 2020 placement list documented that most mentor teachers are certified in the same area the candidate is seeking endorsement in. Given the rural area around the EPP, this percentage match is fairly high. All mentors on this list had more than three years of experience. Mentor teachers were recommended by the principal or recruited by the EPP and received favorable reviews by teacher candidates. There was no evidence provided that supervisors review the mentors. Mentor teachers signed an agreement to participate, but this did not explicitly state they agreed to co-teach or co-plan. However, these activities were clearly articulated in the handbook, and in interviews several mentors mentioned that the EPP switched to a co-teaching model and that it was a benefit. Interviews also highlighted that professional development was available online for mentor teachers, but that they were not encouraged or required to take it.

Sources of Evidence

- Fall 2020 placement list
- Handbook
- Agreement letter
- Mentor & principal 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 –*The EPP provided evidence to demonstrate that candidates meet the standard. The EPP provided one letter inviting supervisors to a calibration session. The Director of Teacher Education reported that these meetings happen once a month. This EPP does not require supervisors to be Danielson certified or to attend Danielson training; instead they have chosen to engage their supervisors in their own training on the instrument. There was no evidence provided that the supervisors have P-12 certified field experience. Supervisors received favorable evaluations from their candidates on candidate evaluations. The role of supervisor was described in the handbook, but there was no evidence they demonstrated these dispositions, nor was there evidence of any additional supervisor professional development, support, or training from the EPP.*

Sources of Evidence

- Candidate evaluations of supervisors
- Handbook
- Letter of invitation to a calibration session

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 – *It was clear through the evidence provided that the EPP supports the cooperating teacher in their mentorship with candidates. Interviews indicated that the completers were prepared. They understand how to form relationships and understand how to read data, impacting the cooperating teacher to set the experience for the cooperative teacher. Additionally, the EPP has prepared both the cooperating teacher and the candidate with communication skills. It was mentioned during the interview that the candidates were able to share with the cooperating teacher aspects of using technology for data collection and communication. The Evaluation of Mentors indicates that there are successful mentors but also room for improvement. The insights provided from the candidates show/indicate where the program might encourage growth amongst the mentors. Interviews indicated that this is a cooperative situation and collaborative between the parties. Learning is happening on both sides throughout the partnership opportunities.*

Sources of Evidence

- Handbook for Cooperating Teachers/Internship
- Mentor Teacher Agreement
- Interviews

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 – *Through the evidence provided and interviews the EPP meets the criteria for student teachers. The evidence shows the process for background checks and the interns that submit applications. The interviews indicated that students come with the necessary background. It was stated that 1 in 10 students need intervention. The candidates come to the school district knowing how to form relationships and are prepared in understanding how to read data. Additionally, the candidates are able to communicate with parents and staff. It was stated during the interview process that the district partners appreciate the knowledge of completers and they are able to contribute to the learning of students.*

Sources of Evidence

- Background check file
- Sample completer file
- Interviews

Standard 5: Student Teaching Experience

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

5(b)   At least three formative assessments by the mentor teacher

5(c)   One common summative assessment based on state teacher evaluation framework

5(d)   Performance assessment including influence on P-12 student growth

5(e)   Recommended minimum 14 weeks student teaching

5(f)   Development of an Individualized Professional Learning Plan (IPLP)

5(g)   Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*

5(h)   Relevant preparatory experience for an Idaho teacher's certificate

Standard 5	*Unacceptable*	*Acceptable*	*Exemplary*
Student Teaching Experience		X	

Standard 5 Analysis – *The EPP sets up candidates for a positive experience as identified through Interviews and other evidence. The sample completer file that was shared explores each area as it relates to meeting the requirements. From the interviews, the candidates, soon to be completers, or completers emphasized that the EPP worked to engage them, as well as their EPP supervisors and mentors throughout the process. Evidence is provided throughout that the completers have met the standards for Idaho initial certification. The completers have been taught the necessary components to begin teaching Idaho students.*

Sources of Evidence

- Interviews
- Sample completer file
- IPLP from completer
- Institutional recommendations

Summary: Interviews with completers indicated that they felt supported, while being considered an individual. They were open and honest that their experience was personalized, but also aligned to the expectations of the EPP. The completers were complimentary of the program.

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

Areas for Consideration

- Candidates indicated that they would benefit from opportunities to meet other candidates throughout the program. Additionally, candidates indicated that they would benefit from meet and greets for those individuals that they would be interacting with throughout the program.
- Completers indicated that the EPP faculty have a wealth of knowledge; however, they made a suggestion that the EPP faculty should be apprised of current technology and research that is occurring in the school districts. There was discussion that programs should be updated to include information on how to adjust for the unexpected; create real-world experiences and application.
- Principals and mentor teachers indicated a desire for partnerships that had mutually beneficial results such as University methods & pedagogy that better aligned with the needs of the schools and their students.

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 – Audited institutional recommendations provide evidence that 36 out of 37 candidates for initial certification received endorsement(s) for a State Board approved program(s) from the EPP.

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

Standard 2	Unacceptable	Acceptable	Exemplary
Content Knowledge Assessment		X	

Standard 2 Analysis –Praxis II score reports provide evidence that the EPP takes a systematic approach to assure each candidate receives a passing score on a State Board approved content area assessment for each recommended area of endorsement.

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

Standard 3	Unacceptable	Acceptable	Exemplary
Pedagogy		X	

Standard 3 Analysis – Audited completer transcripts and course lists provide evidence the EPP takes a systematic approach to assure each candidate demonstrates competency in pedagogy for each recommended area of endorsement.

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 – Summative assessment documents provide evidence the EPP takes a systematic approach to assure each recommended candidate receives a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.

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 – The Combined Practicum Experiences spreadsheet provides evidence that each recommended candidate is assigned to a school building(s) for clinical experience(s) that likely includes each recommended area of endorsement and grade range. Some candidate observation and evaluation documents and reflection documents provide evidence of clinical experience in each recommended area of endorsement and grade range. Taken in whole, it appears the EPP takes a systematic approach to ensure recommended candidates complete clinical experience in each recommended area of endorsement and grade range.

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 – Examples of UITPA portfolios and the UITPA summary assessment report provide evidence the EPP ensures candidates have demonstrated the ability to produce measurable student achievement or student success and create student learning objectives. UITPA portfolios were much stronger than CTE candidate portfolios.

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 – *Institutional recommendations and candidate IPLPs provide evidence the EPP has a system in place to ensure each recommended candidate has an individualized professional learning plan (IPLP).*

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 – *Institutional recommendations provide evidence the EPP takes a systematic approach to provide an institutional recommendation once the content, pedagogy, and performance have been demonstrated by the candidate for each area of endorsement.*

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 – *Administrator transcripts and EDAD 595 syllabus provide evidence the EPP ensures each recommended candidate for an administrator certificate has demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation.*

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Institutional Recommendations	9		9	

Areas for Improvement

- Recommendation from last focused review and evidence tied to Standard 5 – Clinical Experience demonstrates the need for evidence that captures grade and subject area of each clinical experience.

Recommended Action on Institutional Recommendations

☒   Approved

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

☐   Not Approved

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

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

Knowledge

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

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

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

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

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

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

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

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

1.1 Analysis – The EPP provided sufficient evidence to demonstrate that candidates meet standard 1.1. Teacher candidate interviews, lesson plans, and course syllabi provide evidence that candidates demonstrate performance of Knowledge 1a; 1b; 1c; 1d; 1e; 1f; and 1g. It should also be noted that the EPP goes over and beyond and includes evidence to support those standards that are uniquely classified as "bilingual" standards, even though the focus is ENL. Appropriate evidence indicates that the EPP values more than is expected for this component. Further evidence suggests that those completing the Praxis exams for the ESOL outperform national averages and score exceedingly high in foundations of linguistics; further recognition should include the quality

of instruction in content area, noted from the depth and level of syllabi particularly for 448 ENL intro course.

Sources of Evidence

- Course syllabi, course projects
- Candidate lesson plans, candidate work samples, candidate performance on testing, UI modified lessons
- Interviews: EPP cultural diversity faculty and candidates

Performance

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

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

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

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

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

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

1.2 Analysis – *The EPP provided sufficient evidence to demonstrate that candidates meet standard 1.2. Candidate interviews, course assignments, and lesson plans provide evidence that teacher candidates demonstrate performance of 1h, 1i, 1j, 1k, and 1l. Concerning indicator 1j, there was significant and relevant output evidence that was well documented with performance data.*

Sources of Evidence

- Applicable course syllabi matched to student performance artifacts
- Candidate generated lesson plans, candidate work samples, candidate performance on testing, student case studies
- Interviews: candidates

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

Knowledge

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

2(b)   The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

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

2.1 Analysis – *The EPP provided sufficient evidence that candidates meet standard 2.1. Course syllabi, including required coursework and interviews with the EPP faculty who support diversity and multiculturalism, are the primary indicators for meeting 2a and 2b.*

Sources of Evidence

- Syllabi and course assignments in the area of the second language acquisition
- ESOL Praxis output generated evidence
- EPP interview with diversity and multicultural faculty

Performance

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

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

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

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

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

2.2 Analysis – *The EPP has provided sufficient evidence that candidates meet standard 2.2 in the area of performance. Evidence here is primarily demonstrated through candidate generated final*

lesson plans, teacher candidate interview, and ESOL testing score reports. These plans include a reflective element and summative component that addresses 2c, 2d, 2e, and 2f and encompass the WIDA standards and "I can" indicators that support ENL preparation. Lessons demonstrate an acceptable inclusion content instruction appropriate to the students' stages of language acquisition coupled with use in a mainstream classroom.

Sources of Evidence

- Candidate lesson plans
- Candidate interviews
- Output evidence ESOL praxis testing scores particularly in the area: Culture, page 7

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

Knowledge

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

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

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

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

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

3.1 Analysis – The EPP provides sufficient evidence for indicators for 3a, 3b, 3c, and 3d to demonstrate that the program is designed to meet standard 3.1. Evidence includes candidate coursework, including lesson plan and reflective case studies, as well as interviews with teacher candidates.

Sources of Evidence

- Final modified lesson plans and cases study
- Course syllabi
- Candidate interviews

Performance

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

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

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

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

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

3.2 Analysis – *The EPP provides sufficient evidence for indicators for performance in 3e, 3f, 3g, and 3h to demonstrate that the program is designed to meet standard 3.2. Specific data included testing scores ESOL praxis that provide evidence that teacher candidates are capable in performance indicators.*

Sources of Evidence

- ESOL Praxis testing scores particularly in the area: Foundations of Language Learning, page 5
- Course syllabi
- Course assignments

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

Knowledge

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

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

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *The EPP provided sufficient evidence to meet 4.1 through course syllabi and sample assignments for Intro to ESL, Methods to ENL, content methods, and language courses that offer*

specific evidence for indicators 4a and 4b. Evidence provides context that teacher candidates have opportunity to demonstrate an adequate understanding of how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

Sources of Evidence

- Course syllabi and course assignments: case study, lesson planning, book trailer, and language culminating activity
- Candidate final differentiated lesson plans
- ESOL praxis testing scores particularly in the area: Planning and Implementing Instruction, page 6

Performance

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

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

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *The EPP provided sufficient evidence through candidate interviews, coupled with course syllabus, course assignments, and the culminating final UI modified lesson plans, that provide evidence that candidates demonstrate performance of indicators 4c and 4d. Performance evidence demonstrates the candidates possess a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills to help support the process of language development. This evidence supports that candidates implement appropriate instructional techniques applied to language learners and meets 4.2.*

Sources of Evidence

- Candidate interviews
- Final modified lesson plans, some case studies
- Course syllabus

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

Knowledge

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

Standard 5	Unacceptable	Acceptable	Exemplary

Classroom Motivation and Management Skills			
5.1 Knowledge		X	

5.1 Analysis – *The EPP provided sufficient evidence through faculty interviews, course syllabus, and course assignments that candidates demonstrate performance of 5a that indicates the teacher understands the influence of culture on student motivation and classroom management and meets the spirit of standard 5.1.*

Sources of Evidence

- The culturally inclusive classroom management plan assignment
- Course syllabi for 302: Teaching in a Diverse Society
- EPP interview with diversity and multicultural faculty

Performance

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

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

5.2 Analysis – *The EPP provided sufficient evidence that candidates meet standard 5.2 through EPP faculty interviews, course syllabus, and course assignments Evidence shows that candidates demonstrate performance of 5a that indicates the teacher demonstrates the influence of culture on student motivation and classroom management.*

Sources of Evidence

- The culturally inclusive classroom management plan assignment
- Course syllabi for 302: Teaching in a Diverse Society
- EPP interview with diversity and multicultural faculty
- Candidate interviews

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

Knowledge

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

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

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

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – The EPP provided sufficient evidence for standard 6.1 through course language syllabi for Intro to ESL; Methods to ENL, content methods, candidate lesson plans, and the ESOL Praxis reports category III that offer specific evidence for 6a, 6b, and 6c. The evidence provides context that candidates use a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Sources of Evidence

- Language syllabi
- Targeted language lesson plans: with WIDA differentiation
- ESOL Praxis scores: Planning and Implementing Instruction

Performance

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

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

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

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – The EPP provided sufficient evidence to document acceptable performance through candidate generated lesson plans, interviews with candidates certifying in ENL and language, and specific evidence for 6a, 6b, and 6c. The evidence sources offer ample support of standard 6.2, that the teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Sources of Evidence

- Candidate lesson plans
- Candidate interviews
- Case study reflections from 437/447 (practicum)

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

Knowledge

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

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – The EPP provided sufficient evidence through intentional teaching of strategies and planning in Teaching in a Diverse Society, coupled with partnerships within the community, supported by interviews with faculty who teach signature courses, further supported by interview with teacher candidates to provide evidence for 7a. It was clear that teacher candidates had current and relevant frameworks with the program about how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the ELD Standards.

Sources of Evidence

- Syllabi for Teaching in a Diverse society
- Candidate learning activities from Teaching in a Diverse Society
- Interviews: EPP diversity faculty and ENL candidates
- Community partnerships: CAMP, Diversity Dialogue, signature courses

Performance

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

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – The EPP provided sufficient evidence to document acceptable performance through candidate generated lesson plans, interviews with candidates certifying in ENL, and course assignments in the form reflective case study reflections for 7a. Lesson plans identified how ENL candidates planned and incorporated students' diverse cultural backgrounds and language proficiency levels into instructional planning. Interviews with candidates revealed those lesson planning strategies that candidates most used and applied when teaching students of diverse

backgrounds. Case study reflections addressed how candidates approached and thought about planning for diverse populations of learners, including using the ELD framework.

Sources of Evidence

- Modified UI teacher candidate generated lesson plans
- Candidate interviews
- Candidate case study reflections

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

Knowledge

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

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

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

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

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

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

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

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

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

8.1 Analysis – *The EPP provided sufficient evidence to meet this standard. Syllabi from ESL Methods course, the ESOL Praxis scores, required coursework, candidate lesson plans, and candidate interviews provide evidence that candidates demonstrate an adequate understanding of 8a, 8b, 8c, 8d, 8e, 8f, 8g, and 8h. Candidate interviews revealed the those prepared in ENL can articulate examples of ways they have made appropriate accommodations for language learners being, specifically in supports they have learned to*

provide for English learners. Lesson plans indicate appropriate planning and scaffolding that leads to accommodation for learners across ELD levels. The Praxis indicators show that those endorsed in the ENL endorsement fall within the 1st, 2nd, and 3rd quartiles of performance for assessment and evaluation, an acceptable indication.

Sources of Evidence

- ESOL Praxis: assessment and evaluation
- Teacher candidate interview
- ESL methods syllabi
- Candidate generated UI modified lesson plans, assessment plan

Performance

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

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

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

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

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

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

8.2 Analysis – *The EPP provided sufficient evidence of performance through candidate interviews, selected course assignments, and differentiated lesson plans. These sources of evidence provide documentation that candidates demonstrate performance of 8a, 8b, 8c, 8d, and 8e. Each of the listed pieces offer ample support that those prepared in the ENL program have opportunity to practice these assessment indicators. The completed SOLOM evaluation is a notable artifact that offers candidates experience to record and use uses data to make informed decisions about teaching impact.*

Sources of Evidence

- Student Profiles
- Completed SOLOM evaluation
- Candidate interviews
- Candidate assessment plan

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

Knowledge

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

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

9.1 Analysis – The EPP provided sufficient evidence though syllabi for ESL Methods and Foundation of ENL courses and language syllabi, coupled with content midterms. These sources of evidence document that the program structure provides the framework for each candidate to understand the need to maintain advanced levels of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Sources of Evidence

- Course syllabi for ESL Methods and Foundation of ENL courses
- Language syllabi: French and Spanish
- Candidate language performance midterms

Performance

9(b)   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 EPP provided sufficient evidence of performance though syllabi for ESL Methods and Foundation of ENL courses and language syllabi, coupled with content midterms. These sources of evidence document that candidates demonstrate performance of 9b, that the program structure helps the candidate maintain advanced levels of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Sources of Evidence

- Course syllabi for ESL Methods and Foundation of ENL courses
- Language syllabi: French and Spanish
- Candidate language performance midterms

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

Knowledge

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

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

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The EPP provided sufficient evidence through the course syllabus for the ENL Methods, through the course assignment: Family and Community Collaboration Plan, and with interviews with the EPP diversity faculty and candidate interviews. These data points provide evidence that candidates demonstrate an adequate understanding of 10a and 10b.

Sources of Evidence

- Course syllabus ENL Methods
- Course assignment: Family and Community Collaboration Plan
- Interviews: EPP diversity faculty and candidates

Performance

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

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

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

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2   Analysis – The EPP provided sufficient evidence through the candidate generated Family and Community Collaboration Plan Projects, a course essay depicting the candidate's reflection of a community plan, and interviews conducted with candidates certifying in language and or ENL. All the aforementioned points provide evidence that candidates demonstrate performance of 10c, 10d, and 10e.

Sources of Evidence

- Candidate generated Family and Community Collaboration Plan Projects
- Essay: community plan (teacher reflection)
- Interviews: candidates

Summary

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

Recommended Action on Idaho Standards for Bilingual Education and ENL (English as a New Language) Teachers

☒   Approved

☐   Conditionally Approved

        ☐   Insufficient Evidence
        ☐   Lack of Completers
        ☐   New Program

☐   Not Approved

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

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

1(c)   The early childhood educator understands how learning occurs and that children's development influences learning and instructional decisions.

1(d)   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.

1(e)   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.

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

1(g)   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 – EPP provides sufficient evidence for indicators: 1a, 1b, 1c, 1d, 1e, 1f, and 1g to demonstrate that the program is designed to have its candidates understand how learners grow and develop and the variations of individual cognitive, linguistic, social, emotional, and physical areas.

Sources of Evidence

- Family Systems Theory paper
- Syllabi: 210, 234, 235, 333, 340, 436, 480, 490, 497
- Praxis scores 5691
- Parent Child Philosophy paper

Performance

1(h)   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.

1(i)   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.

1(j)   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 – Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to identify child development and factors, collaborate with parents, and maintain positive relationships with children.

Sources of Evidence

- Mini take home assignments
- 490 developmental disability rubric
- Mini 7 assignment
- RR 6
- SL work
- Community Resource File
- IEP student work
- IFSP work sample & rubric

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

Knowledge

2(a)   The 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(b)   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.

2(c)   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.

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

2(e)   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 – *EPP provides sufficient evidence for indicators: 2a, 2b, 2c, 2d, and 2e to demonstrate that the program is designed to have its candidates understand individuals' learning differences and diverse cultures and inclusive learning environments.*

Sources of Evidence

- Syllabi: 210, 234, 300, 340, 350, 480, 481, 490
- IEP student work
- Interviews with candidates and completers

Performance

2(f)   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(g)   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 – *Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to utilize information for students with special health needs and adapt learning, language, and communication strategies.*

Sources of Evidence

- Community Resource File
- IEP student work
- IFSP student work & rubric
- Bb project explanation
- 333 LP sample
- Language Sample rubric

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

Knowledge

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

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

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

3(d)   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.

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

3(f)   The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

3(g)   The early childhood educator understands that the child's primary teacher is the parent.

3(h)   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 – *EPP provides sufficient evidence for indicators: 3a, 3b, 3c, 3d, 3e, 3f, 3g, and 3h to demonstrate that the program is designed to have its candidates understand learning environments that support individual and collaborative learning.*

Sources of Evidence

- Syllabi: 234, 235, 325, 333, 480, 481, 497
- 333 .ppt file
- 497 Field Experience Handbook
- 333 Lesson Plan work sample
- Bb project explanation
- Rhythm & Beat lesson plan explanation

Performance

3(i)   The early childhood educator promotes opportunities for all children in natural and inclusive settings.

3(j)   The early childhood educator embeds learning objectives within everyday routines and activities.

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

3(l)   The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

3(m)   The early childhood educator creates an environment that encourages self-advocacy and increased independence.

3(n)   The early childhood educator plans and implements intervention consistent with the needs of children.

3(o)   The early childhood educator conducts functional behavior assessments and develops positive behavior supports and creates behavior intervention plans.

3(p)   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 – *Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to promote opportunities for all children, establish routines, incorporate technology, implement interventions, and create behavior plans.*

There was not a preponderance of evidence demonstrating the preparation of teacher candidates for the training and supervision of para-educators, aides or volunteers (3i).

Sources of Evidence

- Activity Matrix Student Sample

- Community Resource File
- IEP student work
- IFSP work sample and rubrics
- Bb Project explanation
- ELO student work sample
- 490 evaluation on a student
- CM student work sample
- 333 lesson plan sample
- EBP student sample
- 333 lab preparation sample
- Lab schedule AM preschool
- 325 signature assignments
- Individual guidance plan
- Carlos case study
- CFIS student sample
- 481 FBA and BIP 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.

Knowledge

4(a)   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).

4(b)   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.

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

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

4(e)   The early childhood educator understands the elements of play and how play assists children in learning.

4(f)   The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

4(g) 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.

4(h) 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).

4(i) The early childhood educator understands the comprehensive nature of children's wellbeing in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

4(j) 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 for indicators: 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, and 4j to demonstrate that the program is designed to have its candidates understand the central concepts of inquiry and creates meaningful experiences for their learners.

Sources of Evidence

- Syllabi: 210, 234, 235, 321, 333, 350, 435, 480, 481, 490, 497
- 490 evaluation on a student
- Mentor teacher evaluation

Performance

4(k) The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.

4(l) The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.

4(m) 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 – *Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to apply educational models and developmentally appropriate practices and differentiates practices for acquiring various academic skills.*

Sources of Evidence

- 333 lesson plan student work sample
- Child Analysis of Practice
- EBP student sample
- Mini take home assignments
- Obstacle Course lesson plan
- Praxis 5025
- Bb project explanation
- 490 evaluation on a student
- IEP student work
- IFSP work sample
- Individual Guidance Plan
- Rhythm and Beat lesson plan

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

Knowledge

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

5(b)   The early childhood educator recognizes the role that social and emotional development plays in overall development and learning.

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

5(d)   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(e)   The early childhood educator knows the importance of facilitating emergent literacy and numeracy.

5(f)   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 for indicators: 5a, 5b, 5c, 5d, 5e, and 5f to demonstrate that the program is designed to have its candidates understand how to connect concepts and use differing perspectives to engage learners.*

- 333 LP student work sample
- Syllabi: 210, 234, 235, 333
- 333 Social Emotional .ppt
- 333 STEM .ppt
- 333 Play .ppt
- Individual Guidance Plan
- 480 CLD .ppt
- LP AC01
- Fall 2019 Parent Play Night

Performance

5(g)   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).

5(h)   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.

5(i)   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.

5(j)   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 – *Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to create and maintain environments, build relationships, and utilize play-based curriculums and explicit instructional practices.*

Sources of Evidence

- 333 PL student work sample
- Environmental Rating Scale Rubric
- 333 class report sample
- IEP student work sample
- IFSP student work sample

- AM preschool schedule
- Bb project explanation
- Syllabus: 333?
- Rhythm and Beat lesson plan
- ESI screener
- Individual Guidance Plan
- LP AC02
- Observation documentation

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

Knowledge

6(a)   The early childhood educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.

6(b)   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.

6(c)   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.

6(d)   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 for indicators: 6a, 6b, 6c, and 6d, to demonstrate that the program is designed to have its candidates understand multiple methods of assessment and engage learners in their own growth.

Sources of Evidence

- Syllabi: 235, 325, 333, 480, 481, 490, 497
- Individual Guidance Plan
- Praxis 5691
- Assessment Report student sample
- Resource file scoring sheet

- 210 Chapter 11 .ppt
- 480 CLD .ppt

Performance

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

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

6(g)   The early childhood educator collaborates with families and professionals involved in the assessment process of children.

6(h)   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.

6(i)   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(j)   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 – Assignments, work samples, evaluations, syllabi, assessment scores, and rubrics provide evidence that candidates demonstrate the ability to assess developmental domains, ensure procedural safeguard rights, collaborate with stakeholders, and demonstrate culturally and linguistically diverse assessment practices.

Sources of Evidence

- Assessment Report student sample
- Child Study Work
- Developmental Summary work sample
- Syllabi: 234, 333, 435,
- Student Sample Checklist
- 490 Evaluation of a student
- 480 IFSP .ppt
- 480 CLD .ppt
- IFSP work sample
- Mentor teacher evaluation
- Praxis 5691

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

Knowledge

7(a)   The 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).

7(b)   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 for indicators: 7a and 7b to demonstrate that the program is designed to have its candidates understand how to support every student with various curricula, skills, and knowledge of the learner's community context.

Sources of Evidence

- Syllabi: 210, 235, 333, 436, 480, 481, 497
- 333 lesson plan student sample & rubric
- Candidate and completer interviews

Performance

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

7(d)   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).

7(e)   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).

7(f)   The early childhood educator analyzes activities and tasks and uses procedures for monitoring children's skill levels and progress.

7(g)   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 – *Assignments, work samples, evaluations, syllabi, assessment scores, and rubrics provide evidence that candidates demonstrate the ability to assist families in identifying resources, facilitating transition for children and their families, monitoring progress, and evaluating children's skill development.*

Sources of Evidence

- 333d lesson plan student sample
- Bb project explanation
- Syllabi 481, 490 (2015)
- Rhythm and Beat lesson plan
- Praxis 5025, 5691
- IEP student work
- 480 IFSP .ppt
- IFSP student work sample
- 490 evaluation on a student
- Developmental summary student work sample
- 333 lesson plan student sample
- Observation documentation
- ESI screener

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

Knowledge

8(a) The 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).

8(b) 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 for indicators: 8a and 8b to demonstrate that the program is designed to have its candidates understand how to use a variety of instructional strategies various content areas.*

Sources of Evidence

- Environmental Rating Scale
- Syllabi: 234, 333, 481, 490 (2015)
- Praxis 5025, 5691
- IEP student work

Performance

8(c) 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).

8(d) 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 – *Assignments, work samples, evaluations, syllabus, assessment scores, and rubrics provide evidence that candidates demonstrate the ability to use developmentally appropriate methods, solve problems, make decisions, and utilize evidence-based practices.*

Sources of Evidence

- 333 lesson plan student work sample
- Bb project explanation
- Syllabus 333
- Rhythm and Beat lesson plan
- EBP student sample
- 490 evaluation on a student
- IEP student work sample and rubric
- Mentor teacher evaluation

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

Knowledge

9(a)   The early childhood educator understands the NAEYC Standards for Early Childhood Professional Preparation and the CEC/DEC Initial Preparation Standards.

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

9(c)   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 for indicators: 9a, 9b, and 9c to demonstrate that the program is designed to have its candidates understand professional, ethical practices, and reflect on their practice.*

Sources of Evidence

- Ethics and professionalism signature
- Syllabi: 235, 410, 480, 490 (2015)
- Professional Portfolio NAEYC Standards .ppt

Performance

9(d)   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.

9(e)   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 – *Assignments, work samples, evaluations, and rubrics provide evidence that candidates demonstrate the ability to comport themselves congruently with NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.*

Sources of Evidence

- DEC recommended practices assessment
- Ethics and professionalism signature

- 490 evaluation on a student
- Mentor teacher evaluation
- 410 Google Map assignment sample and rubric
- 410 Teach assignment sample and rubric
- 410 website assignment sample and rubric

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

Knowledge

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

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

10(c) The early childhood educator knows community, state, and national resources available for children and their families.

10(d) The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.

10(e) 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).

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

10(g) 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 for indicators: 10a, 10b, 10c, 10d, 10e, 10f, and 10g to demonstrate that the program is designed to have its candidates understand how to accept leadership roles and take responsibility for student learning and collaborate with community partners, families, and other school professionals.

Sources of Evidence

- Ethics and professionalism signature

- Syllabi: 210, 235, 333, 340, 436, 480, 481, 490, 497
- Professional portfolio NAEYC standards .ppt
- EHS evaluation
- Praxis 5691
- Community Resource File
- 490 EI evaluation
- IFSP student sample
- CH 14 assessment
- IEP student work sample
- Fa 2019 conference report
- Parent teacher conference AC01

Performance

10(h) 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.

10(i) The early childhood educator identifies and accesses community, state, and national resources for children and families.

10(j) The early childhood educator advocates for children and their families.

10(k) The early childhood educator creates a manageable system to maintain all program and legal records for children.

10(l) 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.

10(m) 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
10.2 Performance		X	

10.2 Analysis – *Assignments, work samples, evaluations, and rubrics provide evidence that candidates demonstrate the ability to partner with families and community partners, advocate for families, and assist families to become active participants in the educational team.*

Sources of Evidence

- EHS Evaluation--Internship
- IEP student work
- Mentor teacher evaluation

- NAEYC ethics student signature
- Praxis 5691
- Community resource file
- 490 evaluation of a student
- IFSP student work sample
- 333 Communication assignment
- Mini take home assignments
- Newsletter AC01
- Parent teacher Conference AC01
- Fall 2019 conference report
- SL student work sample
- Child study student work

Summary

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

Recommended Action on Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers

☒   Approved

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

☐   Not Approved

IDAHO FOUNDATION STANDARDS FOR CAREER-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(a)   The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.

1(b)   The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.

1(c)   The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.

1(d)   The teacher understands industry trends and labor market needs.

1(e)   The teacher understands workplace leadership models.

1(f)   The teacher understands the philosophical principles and the practices of professional-technical education.

1(g)   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, assignment rubrics, and candidate work samples provide evidence for indicators (a), (b), (c), (d), and (f) and demonstrate that candidates have an adequate understanding of the basic technological principles and processes, the integration of basic academic skills and advanced technology, industry logistics and processes, industry trends and labor market needs, and the philosophy and practices of professional-technical education.

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Performance

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

1(i)   The teacher demonstrates specific occupational skills necessary for employment.

1(j)   The teacher uses current terminology, industry logistics, and procedures for the occupational area.

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

1(l)   The teacher writes and evaluates occupational objectives and competencies.

1(m) The teacher uses a variety of technical instructional resources.

1(n)   The teacher assesses the occupational needs of the community.

1(o)   The teacher facilitates experiences designed to develop skills for successful employment.

1(p)   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 – *Candidate interviews, candidate work samples, and faculty lesson plans evidence that candidates demonstrate performance of Indicators (j), (n), and (o) in terms of an adequate understanding of industry terminology and logistics, the need to assess the occupational needs of the community, and the inclusion of experiences designed to develop skills for successful employment. The remaining indicators are not evidenced by the candidate work samples provided because those samples represent postsecondary-level assignments or InSpIRE to Educate training for LOS instructors.*

Sources of Evidence

- CTE 410 Technology & Society candidate work sample

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

4(a)   The teacher understands the entry-level skills in the occupation.

4(b)   The teacher understands workplace culture and ethics.

4(c)   The teacher understands how to provide students with realistic occupational and/or work experiences.

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

4(e)   The teacher understands how occupational trends and issues affect the workplace.

4(f)   The teacher understands how to integrate academic skills into technical content areas.

4(g)   The teacher understands the role of innovation and entrepreneurship in the workplace.

4(h)   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, candidate interviews, and candidate work samples provide evidence that candidates demonstrate an adequate understanding of a variety of instructional strategies to develop student learning in terms of entry-level skills in the occupation, workplace culture and ethics, realistic occupational experiences, incorporating trade professionals, occupational trends, and leadership training and community involvement.*

Sources of Evidence

- Syllabi and assignment rubrics
- CTE 410 Case Study candidate work sample
- CTE 430 Leadership in CTSOs candidate work sample
- Interviews with Agricultural Science & Technology initial program candidates

Performance

4(i)   The teacher models appropriate workplace practices and ethics.

4(j)   The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.

4(k)   The teacher integrates academic skills appropriate for each occupational area.

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

4(m)   The teacher uses experts from business, industry, and government as appropriate for the content area.

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

4(o)   The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.

4(p)   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 – *Relevant candidate work samples appear to be associated with requirements of InSpIRE to Educate Occupational Specialist training and/or a postsecondary program rather than a secondary degree-based program. Evidence did not support that candidates demonstrate performance of a variety of instructional strategies to develop student learning.*

Sources of Evidence

- No applicable evidence was provided

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

7(a)   The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.

7(b)   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 and assignment rubrics provide evidence that candidates are expected to demonstrate an adequate understanding of planning and preparing instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

Sources of Evidence

- Syllabi and assignment rubrics
- Interviews with Agricultural Science & Technology initial program candidates

Performance

7(c) The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.

7(d) 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 – *The candidate work sample to demonstrate that candidates plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals is for a postsecondary-level program. Therefore, itis not applicable. No additional evidence provided applies to this standard.*

Sources of Evidence

- No applicable evidence was provided

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

Knowledge

8(a) The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.

8(b) 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.

8(c) The teacher understands how evaluation connects to instruction.

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

8.1 Analysis – *Syllabi, an assignment rubric, and candidate work samples provide evidence that candidates demonstrate an adequate understanding of formal and informal assessment*

strategies to evaluate and advance student performance and to determine program effectiveness.

Sources of Evidence

- Syllabi
- CTE 413 lesson plan rubric
- CTE 420 Assessment Portfolio candidate work sample

Performance

8(d)   The teacher writes and evaluates occupational goals, objectives, and competencies.

8(e)   The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.

8(f)   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 – Candidate lesson plans addressed Indicators (d) and (e), to some degree, that candidates plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals. Another candidate work sample provided was for a postsecondary-level program, therefore not applicable. There was insufficient evidence to support this standard.

Sources of Evidence

- Candidate lesson plans

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

9(a)   The teacher understands the value and impact of having a professional development plan.

9(b)   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 – Interviews with Agricultural Science & Technology initial candidates provide evidence that candidates understand the need for a professional development plan and how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry. The other evidence was a candidate work sample or a postsecondary-level program, therefore not applicable. The standard is not adequately supported by the evidence provided.

Sources of Evidence

- Interviews with Agricultural Science & Technology initial program candidates

Performance

9(c)   The teacher collaborates with an administrator to create a professional development plan.

9(d)   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 – Interviews with Agricultural Science & Technology initial candidates demonstrate an adequate understanding for an ongoing professional development plan and reference to how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry. The candidate work sample evidence provided to demonstrate the knowledge element of this standard is for a postsecondary-level program, therefore not applicable. The standard is not adequately supported by the evidence provided.

Sources of Evidence

- Interviews with Agricultural Science & Technology initial program candidates

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

Knowledge

10(a)   The teacher knows the contributions of advisory committees.

10(b)   The teacher understands the importance of using the employment community to validate occupational skills.

10(c)   The teacher understands how to effect change in professional-technical education and in the occupational area taught.

10(d)   The teacher knows about professional organizations within the occupational area.

10(e)   The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.

10(f)   The teacher understands the structure of state-approved PTSOs.

10(g)   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 – *Assignment rubrics and candidate lesson plans are limited in demonstrating that candidates have an adequate understanding of Indicators (a), (b), and (f) as related to advisory committees, the validation of occupational skills, and understanding the contributions of business and industry. The majority of indicators are not supported by evidence.*

Sources of Evidence

- Assignment rubrics
- Candidate lesson plans

Performance

10(h)   The teacher establishes and uses advisory committees for program development and improvement.

10(i)   The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.

10(j)   The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

10(k)   The teacher participates in appropriate professional organizations.

10(l)   The teacher cooperatively constructs articulation agreements.

10(m) The teacher incorporates an active state-approved PTSO in his or her program.

10(n)   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 – *Candidate interviews indicate that Agricultural Science & Technology initial candidates actively demonstrate Indicators (m) and (n). The candidate work sample to demonstrate the performance element of this standard is for a postsecondary-level program. Therefore, it is not applicable. The Technical Advisory Meeting minute samples predominantly addressed Occupational Specialist certificated areas and were limited in their consideration. The standard is not adequately supported by the evidence provided.*

Sources of Evidence

- Interviews with Agricultural Science & Technology initial candidates

*Standard 11: Learning Environment - **The teacher creates and manages a safe and productive learning environment.***

Knowledge

11(a)   The teacher understands how to dispose of waste materials.

11(b)   The teacher understands how to care for, inventory, and maintain materials and equipment.

11(c)   The teacher understands safety contracts and operation procedures.

11(d)   The teacher understands legal safety issues related to the program area.

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

11(f)   The teacher understands time and organizational skills in laboratory management.

11(g)   The teacher is aware of safety regulations at school and work sites.

11(h)   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 and assignment rubrics provide evidence that candidates are expected to understand how to create and manage a safe and productive classroom and lab learning environment. The candidate work sample to demonstrate the performance element of this standard is for a postsecondary-level program, therefore not applicable.*

Sources of Evidence

- CTE 492 Philosophy of Teaching Business rubric
- CTE 472 Teaching and Learning in Organizations course syllabi

Performance

11(i)   The teacher ensures that facilities, materials, and equipment are safe to use.

11(j)   The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.

11(k)   The teacher demonstrates effective management skills in the classroom and laboratory environments.

11(l)   The teacher models and reinforces effective work and safety habits.

11(m) The teacher incorporates PTSOs as intra-curricular learning experiences.

Standard 11 *Learning Environment*	*Unacceptable*	*Acceptable*	*Exemplary*
11.2 Performance	X		

11.2 Analysis – The single candidate work sample to support this standard is for a postsecondary-level program, therefore not applicable. A lack of evidence contributes to this standard resulting in an unacceptable rating.

Sources of Evidence

- No applicable evidence was provided

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Knowledge

12(a)   The teacher understands workplace employability skills and related issues.

12(b)   The teacher understands the issues of balancing work and personal responsibilities.

12(c)   The teacher understands how to promote career awareness.

Standard 12 *Workplace Preparation*	*Unacceptable*	*Acceptable*	*Exemplary*
12.1 Knowledge		X	

12.1 Analysis – Assignment rubrics, candidate work samples, and candidate lesson plans provide evidence that candidates are expected to understand workplace employability skills, work-life balance, and the promotion of career awareness.

Sources of Evidence

- Assignment rubrics
- Candidate work samples
- Candidate lesson plans

Performance

12(d)   The teacher designs instruction that addresses employability skills and related workplace issues.

12(e)   The teacher discusses how to balance demands between work and personal responsibilities.

12(f)   The teacher provides opportunities for career awareness and exploration.

Standard 12 Workplace Preparation	Unacceptable	Acceptable	Exemplary
12.2 Performance	X		

12.2 Analysis – *Candidate lesson plans address Indicators (d) and (f) to a limited degree, demonstrating that candidates address and employ workplace employability skills, and/or provide opportunities for career awareness and exploration as defined by the indicators. The standard is not adequately supported by the evidence provided.*

Sources of Evidence

- Candidate lesson plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	8	2	6	
Performance	8	8	0	

Areas for Improvement

- The evidence was unclear as to how the standards and related indicators purposefully align to the evidence.
- Evidence included work samples that were not applicable to the foundation standards for Career Technical Education programs, mainly through evidence associated with the InSpIRE to Educate program specific to onboarding Limited Occupational Specialist (LOS) instructors. This review, however, is specifically focused on Degree Based Career Technical prepared educators, who are held to more robust expectations. Therefore, the InSpIRE-specific evidence is not applicable. Additionally, some of the evidence offered in support throughout the Foundational Standards represents postsecondary-level

programs, not the secondary-level programs to which the Degree Based Career Technical candidate is specific.

Recommended Action on Idaho Foundation Standards for Career Technical Teachers

☐   Approved

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

☒   Not Approved

IDAHO STANDARDS FOR AGRICULTURAL SCIENCE AND TECHNOLOGY 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(a)   The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.

1(b)   The teacher knows about production agriculture.

1(c)   The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.

1(d)   The teacher understands and has experience in one or more of the following specialized occupational areas:

   a.   Agricultural production and marketing

   b.   Agricultural equipment and supplies

   c.   Agriculture product processing

   d.   Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)

   e.   Agricultural business planning and analysis

   f.   Natural resource management

   g.   Environmental science

   h.   Forestry

   i.   Small animal production and care

1(e)   The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.

1(f)   The teacher understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.

1(g)   The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

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

1.1 Analysis – Degree program depth in science and agricultural content, candidate instructional units, other candidate work samples, and candidate interviews provide evidence that candidates understand specialized agriculture areas, life science content, production agriculture, animal science, agriculture business management, agriculture mechanics, technology and computers in agriculture, FFA, SAE, and related administrative duties associated with being an agriculture education instructor.

Sources of Evidence

- Degree program requirements and related syllabi
- Candidate instructional units and work samples
- Interviews with Agricultural Science & Technology initial candidates

Performance

1(h) The teacher applies natural and physical science principles to practical solutions.

1(i) The teacher discusses production agriculture.

1(j) The teacher discusses and demonstrates, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.

1(k) The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.

1(l) The teacher organizes and implements supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.

1(m) The teacher observes administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

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

1.2 Analysis – Degree program depth in science and agricultural content, candidate instructional units, other candidate work samples, and candidate interviews provide evidence that candidates demonstrate introductory-mastery performance in specialized agriculture areas, life science content, production agriculture, animal science, agriculture business management, agriculture mechanics, technology and computers in agriculture, FFA, SAE, and related administrative duties associated with being an agriculture education instructor.

Sources of Evidence

- Degree program requirements and related syllabi
- Candidate instructional units and work samples
- Interviews with Agricultural Science & Technology initial candidates

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.

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 on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

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

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

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

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

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

Recommended Action on Idaho Standards for Agricultural Science and Technology Teachers

☐   Approved

☐   Conditionally Approved

        ☐   Insufficient Evidence
        ☐   Lack of Completers
        ☐   New Program

☒   Not Approved

As the CTE Foundational Standards were not approved, the Agricultural Science and Technology Enhancement Standards cannot be approved.

IDAHO STANDARDS FOR BUSINESS TECHNOLOGY 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(a)   The teacher possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.

1(b)   The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.

1(c)   The teacher possesses knowledge of appropriate technology.

1(d)   The teacher understands how to advise, oversee and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.

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

1.1 Analysis – Syllabi, assignment rubrics, and candidate work samples provide evidence that candidates have an adequate understanding of the central concepts, tools of inquiry, and structures of the content area(s) taught, and create learning experiences that make these aspects of subject matter meaningful for learners.

Sources of Evidence

- Syllabi and assignment rubrics:
    - CTE 464 Career Guidance and Transition to Work
    - CTE 495 Office Procedures
    - CTE 492 Business & Marketing Ed Methods
    - CTE 430 Leadership and CTSO

Performance

1(e)   The teacher demonstrates industry-standard skill levels required by the endorsement, for example, in accounting, business technology and office procedures.

1(f)   The teacher effectively delivers business and business technology content at the junior high, middle school, and/or secondary levels.

1(g)   The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

1(h)   The teacher integrates BPA through intracurricular approaches in the business program of study.

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

1.2 Analysis –Candidate work samples and faculty lesson plans demonstrate limited performance of indicators. Evidence is limited due to lack of recent completers.

Sources of Evidence

- Syllabi and assignment rubrics:
    o CTE 495 Office Procedures
    o CTE 492 Business & Marketing Ed Methods
    o CTE 430 Leadership and CTSO

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.

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 on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

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

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

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

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

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

Recommended Action on Idaho Standards for Business Technology Teachers

☐　　　Approved

☐　　　Conditionally Approved

　　　　　　　☐　　　Insufficient Evidence
　　　　　　　☐　　　Lack of Completers
　　　　　　　☐　　　New Program

☒　　　Not Approved

As the CTE Foundational Standards were not approved, the Business Technology Education Enhancement Standards cannot be 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(a)   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.

1(b)   Teacher understands the impact of families' multiple roles within the home, workplace and community.

1(c)   The teacher knows of community agencies and organizations that provide assistance to individuals and families.

1(d)   The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

1(e)   The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

1(f)   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.

1(g)   The teacher understands the design, selection, and care of textiles and apparel products.

1(h)   The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

1(i)   The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

1(j)   The teacher understands resource conservation and environmental issues in relation to family and community health.

1(k)   The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

1(l)   The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.

1(m)   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, assignment rubrics, and candidate work samples for Indicators (a) through (m)demonstrate that candidates have an adequate understanding of the central concepts, tools of inquiry, and structures of the content area(s) taught, and create learning experiences that make these aspects of subject matter meaningful for learners.*

Sources of Evidence

- Syllabi and assignment rubrics:
  - FCS 251 Survey of FCS
  - FCS 340 Parent-Child Relationships
- Candidate work samples

Performance

1(n)   The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.

1(o)   The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.

1(p)   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.

1(q)   The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community.

1(r)   The teacher knows of community agencies and organizations that provide assistance to individuals and families.

1(s)   The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

1(t)   The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

1(u)   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.

1(v)   The teacher demonstrates the design, selection, and care of textiles and apparel products.

1(w)   The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

1(x)   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.

1(y)   The teacher integrates resource conservation and environmental issues in relation to family and community health.

1(z)   The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

1(aa)   The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

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

1.2 Analysis –Candidate work samples and faculty lesson plans provide limited evidence that candidates demonstrate performance of Indicators (n) through indicator (aa). Evidence is limited due to lack of recent completers.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

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

Knowledge

2(a)   The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

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

2.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples evidence Indicator (a) as demonstration that candidates have an adequate understanding of how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Performance

2(b) 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 and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis –Candidate work samples and faculty lesson plans provide limited evidence that candidates demonstrate performance of Indicator (b). Evidence is limited due to lack of recent completers.

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

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

5(a) 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 – Assignment rubrics, and candidate work samples aligned with indicator (a) demonstrate that candidates have an adequate understanding of individual and group motivation and behavior, a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Sources of Evidence

- Assignment rubrics
- Candidate work samples

Performance

5(b)   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 –Candidate work samples provide limited evidence that teacher candidates demonstrate performance of indicator (b). Some evidence submitted is inapplicable as it comes from LOS or InSpIRE to Educate programs. Overall evidence is limited due to lack of recent completers.

Sources of Evidence

- Candidate work samples

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

7(a)   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.

7(b)   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, assignment rubrics, and candidate work samples for indicators (a) and (b)demonstrate that candidates have an adequate understanding planning and preparing instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Performance

7(c)   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 –**Two candidate work samples provide limited evidence that candidates demonstrate performance of indicator (c). Some evidence submitted is not applicable as it comes from LOS or InSpIRE to Educate programs. Overall evidence is limited due to a lack of completers.*

Sources of Evidence

- Candidate work samples

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

Knowledge

8(a)   The teacher understands 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, assignment rubrics, and candidate work samples for indicator (a) demonstrate that candidates understand, use, and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Performance

8(b)   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 – *Candidate work samples provide limited evidence that candidates demonstrate performance of indicator (b). Overall evidence is limited due to a lack of completers.*

Sources of Evidence

- Candidate work samples

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

9(a)   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 – *The evidence submitted in support of indicator (a) does not demonstrate that candidates have an adequate understanding of how a 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.*

Sources of Evidence

- No applicable evidence was provided

Performance

9(b)   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 – *Candidate work samples provide limited evidence that candidates demonstrate performance of indicator (b). Evidence is limited in part due to a lack of completers.*

Sources of Evidence

- No applicable evidence was provided

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

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

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

Recommended Action on Idaho Standards for Family and Consumer Sciences Teachers

☐   Approved

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

☒   Not Approved

As the CTE Foundational Standards were not approved, the Family and Consumer Sciences Enhancement Standards cannot be approved.

IDAHO STANDARDS FOR MARKETING TECHNOLOGY 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(a)   The teacher possesses a foundational level of knowledge about a broad range of business subjects for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.

1(b)   The teacher possesses knowledge in areas related to marketing, for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.

1(c)   The teacher possesses knowledge of appropriate technology.

1(d)   The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intra-curricular role in marketing education.

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

1.1 Analysis – Syllabi, assignment rubrics, and candidate work samples demonstrate that candidates have an adequate understanding of the central concepts, tools of inquiry, and structures of the content area(s) taught, and create learning experiences that make these aspects of subject matter meaningful for learners.

Sources of Evidence

- Syllabi and assignment rubrics:
  - CTE 430 Introduction to Retailing for Marketing Ed
  - CTE 413 Introduction to Marketing
  - CTE 495 Admin Management & Procedures
  - CTE 430 Leadership and CTSO

Performance

1(e)   The teacher demonstrates industry-standard skill levels required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.

1(f)   The teacher effectively delivers marketing content at the junior high, middle school and/or high school levels.

1(g)   The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

1(h)   The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.

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

1.2 Analysis – *Metrics for the recent five years indicate a low number of completers. Candidate work samples and faculty lesson plans provide limited evidence that candidates demonstrate performance of the indicators. Limited evidence is in part due to lack of recent completers.*

Sources of Evidence

- Syllabi and assignment rubrics:
  - CTE 430 Introduction to Retailing for Marketing Ed
  - CTE 413 Introduction to Marketing

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.

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 on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

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

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

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

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

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

Recommended Action on Idaho Standards for Marketing Technology Education Teachers

☐   Approved

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

☒   Not Approved

As the CTE Foundational Standards were not approved, the Marketing Technology Education Enhancement Standards cannot be approved.

IDAHO STANDARDS FOR TECHNOLOGY EDUCATION 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(a)   The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.

1(b)   The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.

1(c)   The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.

1(d)   The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

1(e)   The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.

1(f)   The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

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

1.1 Analysis – Syllabi, assignment rubrics, candidate instructional plans, and candidate work samples provide evidence that candidates demonstrate an adequate understanding of the technologies associated with technology education, computer-aided design and manufacturing systems, structural systems, technology industries, and project management teams.

Sources of Evidence

- Syllabi and project rubrics
- CTE 410 Technology and Society candidate work sample

Performance

1(g)   The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.

1(h)   The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.

1(i)   The teacher demonstrates architectural and mechanical drafting and developmental skills.

1(j)   The teacher demonstrates the various phases of the engineering design process.

1(k)   The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

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

1.2 Analysis –Candidate work samples provide limited evidence that candidates demonstrate performance of the technologies associated with technology education, maintaining computer are related technologies, engineering design systems, and project management teams. Evidence is limited in part due to lack of recent completers.

Sources of Evidence

- Candidate work samples

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.

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 on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

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

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

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

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

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

Recommended Action on Idaho Standards for Technology Education Teachers

☐   Approved

☐   Conditionally Approved

        ☐   Insufficient Evidence
        ☐   Lack of Completers
        ☐   New Program

☒   Not Approved

As the CTE Foundational Standards were not approved, the Technology Education Enhancement Standards cannot be approved.

IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS

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

Knowledge

1(a)   The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.

1(b)   The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.

1(c)   The teacher recognizes the role of inquiry and exploration in learning and development.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Required course syllabi for elementary education candidates, required course assignments, as well as candidate interviews provide sufficient evidence that candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

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

Knowledge

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

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

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Required course syllabi, classroom management plans/rubrics, required course assignments, and interviews indicate that there is sufficient evidence that candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Lesson plan evidence was extremely helpful.

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

Performance

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

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

2(e)   The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Candidate interviews, case study assignments, and rubrics provide sufficient evidence that candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Candidate interviewees were able to easily recall several incidences each where they were able to understand individual differences and provide inclusive learning environments not only in internships but also in various practicum assignments.

Sources of Evidence

- U of I portal evidence
- Required course assignments/rubrics
- Candidate interviews

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

Knowledge

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

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Required course syllabi, course assignments, and classroom management plans provide sufficient evidence that candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

Performance

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

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

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

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Specific course assignments, classroom management plans, and candidate interviews provide sufficient evidence that candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Minimal evidence was found regarding creating environments that encourage positive social interactions and self-motivation within the evidence; however, teacher candidates were able to speak to these during interviews.

Sources of Evidence

- U of I portal evidence
- Required course assignments/rubrics
- Candidate interviews

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

Knowledge

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

4(b)   The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

4(c)   The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics).

4(d)   The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.

4(e)   The teacher understands concepts of mathematics and child development in order to teach number sense and operations, measurement and data analysis, fractions, algebraic reasoning, and proportional reasoning, to help students successfully apply their developing skills through engaging them in the use of the mathematical practices from the Idaho mathematics standards, within many contexts.

4(f)   The teacher understands the structure of mathematics and the connections and relationships within learning progressions.

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

4(h)   The teacher understands the relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

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

4(j)   The teacher understands human movement and physical activity as central elements in learning and cognitive development.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *Required course syllabi, provided Praxis scores, required course assignments, and candidate interviews provide evidence that candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Candidates spoke very positively about various methods coursework they were required to teach and had found useful. It was mentioned that some wished they had received more robust instruction in STEM areas. Minimal evidence was provided to demonstrate purposeful STEM integration within the curriculum areas.*

Sources of Evidence

- Praxis scores for reading, social studies, science and math
- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

Performance

4(k)   The teacher models appropriate and accurate use of written and spoken language.

4(l)   The teacher utilizes the structure of mathematics and the connections and relationships within the learning progressions in his/her instructional practice to increase student conceptual understanding in conjunction with diagnostic tools and assessment data to improve students' mathematical ability.

4(m)   The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *Required course work assignments and candidate interviews, provide evidence that candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Required coursework provided evidence that candidates assessed their students' level of mastery of the content; however, it was limited in follow-up information demonstrating how candidates would assure mastery of the content.*

Sources of Evidence

- U of I portal evidence
- Required course assignments/rubrics
- Candidate interviews

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

Knowledge

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Required course syllabi and candidate lesson plans provide sufficient evidence that candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- 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.

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

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

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – *Sample lesson plans, unit plans, case studies, and interviews provide sufficient evidence that teacher candidates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Sources of Evidence

- U of I portal evidence
- Required course assignments/rubrics
- Candidate interviews

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

Performance

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – *Sample lesson plans, unit plans, and candidate interviews provide sufficient evidence that candidates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Candidate interviews provided great insight into how many different instructional strategies candidates had been able to use in practicums, internships, and role playing within required courses. Candidates also spoke highly of different strategies that were modeled by their instructors at the EPP.*

Sources of Evidence

- U of I portal evidence
- Required course assignments/rubrics
- Candidate 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.

Knowledge

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

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – Required course syllabi, interviews, course assignments, and sample lesson plans provide sufficient evidence that candidates seek appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession. Candidate interviews were very beneficial for providing evidence for this standard.

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

Summary

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

Recommended Action on Idaho Standards for Elementary Education Teachers

☒   Approved

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

☐   Not Approved

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

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

Performance

   1(a)   Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.

   1(b)   Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).

   1(c)   Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

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

1.2 Analysis – Course syllabi, course catalog requirements, unit plans, and lesson plans provide evidence that candidates demonstrate performance of knowledge of developmental levels in reading, writing, listening, speaking, and viewing (1a); understand how adolescents read poetry, informational text, and literature (1b); and know how to have adolescents compose texts in a wide range of genres and formats (1c).

Sources of Evidence

- Course syllabi
- Course catalog requirements
- Candidate unit plans
- Candidate lesson plans

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

Performance

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

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

Standard 2 Learning Difference	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Course syllabi, candidate work samples, and unit plans provide evidence that candidates demonstrate performance of Standard 2a, the knowledge of different theories and research needed to plan instruction, and Standard 2b, the design and implementation of instruction that includes students' linguistic and cultural backgrounds.

Sources of Evidence

- Syllabi
- Candidate work samples
- Unit plans

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

Performance

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

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Course syllabi, candidate unit plans, and lesson plans provide evidence that candidates demonstrate performance of Standard 3(a) through using data to determine connections from literature to the students, by engaging their students through small and large group discussions, and by using some project based learning strategies.

Sources of Evidence

- Course syllabi
- Candidate unit plans
- Candidate lesson plans

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

Performance

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

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

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

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

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

4.2 Analysis – Candidate unit plans, course syllabi, Praxis scores, and lesson plans provide evidence that candidates demonstrate performance of being able to teach from a variety of texts (4a); model the use of standard English conventions—grammar, usage, mechanics (4b); utilize a range of formal and informal texts, including concrete poems (4c); and use strategies to help students acquire and apply vocabulary of general academic and domain specific words (4d).

Sources of Evidence

- Candidate unit plans
- Course syllabi

- Lesson plans
- Praxis scores

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

Performance

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

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

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

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

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis – Course syllabi, candidate unit plans, and lesson plans provide evidence that candidates demonstrate performance designing and implementing instruction of language conventions (5a), critical engagement with complex issues (5b), various types of texts and media for depth and breadth (5c), and speaking and listening to become critical and active collaborators (5d).

Sources of Evidence

- Course syllabi
- Candidate unit plans
- 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

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

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

6(c)   Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.

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

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Candidate interviews, mentor teacher interviews, unit plans, and lesson plans provide evidence that candidates demonstrate performance of designing a range of authentic assessments (6a), select appropriate reading assessments based on student interests (6b), design assessments that promote student development as writers (6c), and differentiate instruction based on multiple kinds of assessments (6d).

Sources of Evidence

- Candidate interviews
- Mentor teacher interviews
- Unit plans
- Lesson plans

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

Performance

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

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

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

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

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – *Praxis scores, candidate unit plans, and lesson plans provide evidence that candidates demonstrate performance of curriculum integration (7a), creating standards based curriculum utilizing current theory and research (7b), generating collaborative approaches and contemporary technologies (7c), and utilize a range of different texts (7d).*

Sources of Evidence

- Praxis scores
- Candidate unit plans
- Lesson plans

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

Performance

8(a)   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, unit plans, and lesson plans provide evidence that candidates demonstrate performance of planning and implementing instruction based on ELA curricular requirements and community contexts (8a).

Sources of Evidence

- Candidate interviews
- Unit plans
- Lesson plans

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

Performance

9(a)   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 – UITPA Reflection, accreditation sample, and lesson plans provide evidence that candidates demonstrate performance of ongoing professional learning, evaluating practice, and adapting practice to meet the various needs of learners (9a).

Sources of Evidence

- UITPA reflection
- Lesson plans
- Accreditation sample

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

Performance

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

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – *The accreditation sample, UITPA reflection, and lesson plans provide evidence that candidates demonstrate performance of collaboration with colleagues, readiness for leadership, and ongoing professional development (10a).*

Sources of Evidence

- Accreditation sample
- UITPA reflection
- Lesson plans

Summary

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

Recommended Action on Idaho Standards for English Language Arts Teachers

☒   Approved

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

☐   Not Approved

IDAHO STANDARDS FOR SPECIAL EDUCATION TEACHERS

IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

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

Knowledge

1(a)   The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.

1(b)   The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

1(c)   The teacher understands how exceptionalities can interact with development and learning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate* *understanding of how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. The following indicators had sufficient evidence, including information from candidates: 1a, 1b, and 1c.*

Sources of Evidence

- EDSP 423-Working with Family
- EDSP 448-Teaching Philosophy
- EDSP 520-Observation Paper

Performance

1(d)   The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.

1(e)   The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – *Candidate assignments provide evidence that candidates can perform adequately with their understanding of how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. The following indicators had sufficient evidence, including information from candidates: 1d, and 1e.*

Sources of Evidence

- ESDP 430-Multiple Means Action and Expression
- EDSP 448-Instructional Modifications
- EDSP 448-Social Skills and Behavior

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

Knowledge

2(a)   The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

2(b)   The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2(c)   The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2(d)   The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g., positive behavioral supports, functional behavioral assessment and behavior plans).

Standard 2 Learning Environments	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – *Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of creating 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. The following indicators had sufficient evidence, including information from candidates: 2a, 2b, 2c, and 2d.

Sources of Evidence

- EDSP 325-Assignment 2
- EDSP 325-Assignment 3
- EDSP 325-Assignment 4

Performance

2(e)   The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.

2(f)   The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.

2(g)   The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

2(h)   The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

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

2.2 Analysis – *Candidate assignments provide evidence that candidates can perform adequately with their knowledge of 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. The following indicators had sufficient evidence, including information from candidates: 2e, 2f, 2g, and 2h.*

Sources of Evidence

- EDSP 448-Planning Instructional Assessment
- EDSP 548-Classroom Organization Plan
- EDSP 540-Competency 7

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

Knowledge

3(a)   The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

3(b)   The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3(c)   The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 3 Curricular Content Knowledge	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. The following indicators had sufficient evidence: 3a, 3b, and 3c.

Sources of Evidence

- EDSP 448-Math Lesson Plan
- EDSP 548-Curriculum Review
- EDSP 548-Instructional Modifications

Performance

3(d)   The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.

3(e)   The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.

3(f)   The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 3 Curricular Content Knowledge	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – *Interviews with program completers and candidates and candidate assignments all provide evidence that candidates can perform adequately in general and specialized curricula to individualize learning for individuals with exceptionalities. The following indicators had sufficient evidence, including information from candidates: 3d, 3e, and 3f.*

Sources of Evidence

- EDSP 597-Intern and Teaching Performance Assessment: Task 1
- EDSP 597-Intern and Teaching Performance Assessment: Task 2
- Candidate interviews

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

Knowledge

4(a)   The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.

4(b)   The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4(c)   In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.

4(d)   The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

4(e)   The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.

4(f)   The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).

4(g)   The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Standard 4 Assessment	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of multiple methods of assessment*

and data-sources in making educational decisions. The following indicators had sufficient evidence: 4a, 4b, 4c, 4d, 4e, 4f, and 4g.

Sources of Evidence

- EDSP 448-Planning Instruction and Assessment
- EDSP 540-Competency 7
- EDSP 448-Instructional Modifications

Performance

4(h)   The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.

4(i)   The teacher gathers background information regarding academic, medical, and social history.

4(j)   The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.

4(k)   The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.

4(l)   The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 4 Assessment	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *Interviews with program completers and candidates and candidate assignments all provide evidence that candidates can perform adequately with multiple methods of assessment and data-sources in making educational decisions. The following indicators had sufficient evidence, including information from candidates: 4h, 4i, 4j, 4k, and 4l.*

Sources of Evidence

- EDSP 540-Competency 7
- EDSP 597-Intern and Teaching Performance Assessment-Task 3: Assessment of Student Work
- Candidate interviews

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

Knowledge

5(a)   The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5(b)   The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5(c)   The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5(d)   The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5(e)   The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.

5(f)   The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

5(g)   The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.

5(h)   The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

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

5.1 Analysis – *Signature assignments, course syllabi, and standard course matrix all provide evidence that candidates know how to* select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities. *The following indicators had sufficient evidence: 5a, 5b, 5c, 5d, 5e, 5f, and 5g.*

Sources of Evidence

- EDSP 448-Instructional Modifications
- EDSP 448-Planning Instruction and Assessment
- EDSP 430-Assistive Technology Plan

Performance

5(i)   The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.

5(j)   The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.

5(k)   The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.

5(l)   The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.

5(m)   The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

5(n)   The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

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

5.2 Analysis – *Interviews with program completers and candidates and candidate assignments all provide evidence that candidates know how to* select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities. *The following indicators had sufficient evidence, including information from candidates: 5i, 5j, 5k, 5l, 5m, and 5n.*

Sources of Evidence

- EDSP 540-Competency 7
- EDSP 597-Intern and Teaching Performance Assessment-Task 1: Lesson Plans
- EDSP 597-Intern and Teaching Performance Assessment- Task 2: Instruction
- Candidate interviews

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

Knowledge

6(a)   The teacher understands how foundational knowledge and current issues influence professional practice.

6(b)   The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6(c)   The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.

6(d)   The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.

6(e)   The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

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

6.1 Analysis – *Signature assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. The following indicators had sufficient evidence: 6a, 6b, 6c, 6d, and 6e.*

Sources of Evidence

- EDSP 350-Speech/Language Assignment
- EDSP 448-Universal Design for Learning and Danielson
- EDSP 423-Assignment 5, Working with Families

Performance

6(f)   The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.

6(g)   The teacher provides guidance and direction to paraeducators, tutors, and volunteers.

6(h)   The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.

6(i)   The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

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

6.2 Analysis – Program candidate assignment and candidate interviews show that candidates all perform adequately in Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. The following indicators had sufficient evidence, including information from candidates: 6f, 6h, and 6i. The indicators were mostly met by candidate interviews.

Sources of Evidence

- EDSP 597-Intern and Teaching Performance Assessment-Task 1: Lesson Plans
- Candidate interviews
- Exceptional Child Praxis scores

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

Knowledge

7(a)   The teacher understands the theory and elements of effective collaboration.

7(b)   The teacher understands how to serve as a collaborative resource to colleagues.

7(c)   The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

7(d)   The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.

7(e)   The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

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

Standard 7 Collaboration	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – *Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of collaboration to address the needs of individuals with exceptionalities across a range of learning experiences. The following indicators had sufficient evidence: 7a, 7b, 7c, 7d, 7e, and 7f.*

Sources of Evidence

- EDSP 423-Signature Assignment 1, Fundamentals of Collaboration
- EDSP 423-Signature Assignment 4, Working with Families, Paraeducators, and Communities
- EDSP 548-Classroom Organization Plan

Performance

7(g)   The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

7(h)   The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.

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

Standard 7 Collaboration	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – *Program candidate assignment and candidate interviews show that candidates all candidates perform adequately in collaboration to address the needs of individuals with exceptionalities across a range of learning experiences. The following indicators had sufficient evidence, including information from candidates: 7g, 7h, 7i. The indicators were mostly met by candidate interviews.*

Sources of Evidence

- EDSP 597-Intern and Teaching Performance Assessment, Task 2: Instruction
- Candidate interviews

Summary

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

Areas for Consideration

- Performance standards could be supported with additional information from summative portfolios and/or student teaching evaluations from mentor teachers.
- Performance evidence could be supported with additional evidence related to working with paraeducators, families, and communities.

Recommended Action on Idaho Standards for Exceptional Child Generalists

☒   Approved

☐   Conditionally Approved

   ☐   Insufficient Evidence
   ☐   Lack of Completers
   ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR HEALTH TEACHERS

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

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

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

Knowledge

    3(a)   The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.

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

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis –Course syllabi, content rubrics, instructor feedback, and candidate lesson plans provide evidence that candidates demonstrate an adequate understanding of working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Sources of Evidence

- Course syllabi
- Content rubrics
- Instructor feedback
- Candidate lesson plans

Performance

    3(c)   The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.

    3(d)   The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 3 *Learning Environments*	*Unacceptable*	*Acceptable*	*Exemplary*
3.2 Performance		X	

3.2 Analysis – *Candidate interviews, projects, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Candidate interviews
- Candidate projects
- Work samples
- Lesson plans

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

Knowledge

4(a)   The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health:; Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.

4(b)   The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.

4(c)   The teacher understands the relationship between health education content areas and youth risk behaviors.

4(d)   The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6-12.

4(e)   The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *Course syllabi, candidate projects, lesson plans, and instructor feedback provide evidence that 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 projects
- Lesson plans
- Instructor feedback

Performance

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *Candidate lesson plans, projects, Praxis scores and interviews provide evidence that 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 lesson plans
- Candidate projects
- Praxis scores
- Candidate interviews

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

Knowledge

5(a)   The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Course syllabi, instructor feedback, and candidate work samples provide evidence that candidates 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.

Sources of Evidence

- Course syllabi
- Instructor feedback
- Candidate work samples

Performance

5(b)   The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.

5(c)   The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

5(d)   The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate lesson plans, work samples and interviews provide evidence that 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 work samples
- 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.

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

Knowledge

7(a)   The teacher understands how positive evidence based community health values and practices play a role in the planning process.

7(b)   The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.

7(c)   The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.

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

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Course syllabi, assignment rubrics, candidate lesson plans, projects, and interviews provide evidence that candidates demonstrate an adequate understanding of planning 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.

Sources of Evidence

- Course syllabi
- Assignment rubrics
- Candidate lesson plans
- Candidate projects
- Candidate interviews

Performance

7(e)   The teacher modifies instruction to reflect current health-related research and local health policies.

7(f)   The teacher accesses valid, appropriate health information and health-promoting products and services.

7(g)   The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – *Candidate lesson plans, projects, presentations, work samples, and interviews provide evidence that candidates demonstrate performance of planning 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.*

Sources of Evidence

- Candidate lesson plans
- Candidate projects
- Candidate presentations
- Candidate work samples
- 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

9(a)   The teacher knows the laws and codes specific to health education and health services to minors.

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

9.1 Analysis – *Course syllabi, discussion boards, instructor feedback, and interviews provide evidence that candidates demonstrate an adequate understanding of engaging in ongoing professional learning, use of 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 adapting practice to meet the needs of each learner.*

Sources of Evidence

- Course syllabi

- Discussion boards
- Instructor feedback
- Candidate interviews

Performance

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

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

9.2 Analysis – Candidate lesson plans, work samples, and interviews provide evidence that candidates demonstrate performance of engaging in ongoing professional learning, use of 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 adapting practice to meet the needs of each learner.

Sources of Evidence

- Candidate lesson plans
- Candidate work samples
- 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

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

Standard 10 Leadership and Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
10.1 Knowledge		X	

10.1 Analysis – Course syllabi, candidate projects, work samples, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of seeking appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Sources of Evidence

- Course syllabi
- Candidate projects
- Candidate work samples
- Candidate interviews

Performance

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

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – Candidate work samples, projects, and interviews provide evidence that teacher candidates demonstrate performance of seeking appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Sources of Evidence

- Candidate work samples
- Candidate projects
- Candidate interviews

Summary

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

Recommended Action on Idaho Standards for Health Teachers

☒   Approved

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

☐   Not Approved

IDAHO STANDARDS FOR LITERACY TEACHERS

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

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

Performance

1(a)   Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Lesson plans, a case study, and journal reflections provide evidence that candidates are taught the developmental progressions for reading and writing and how these progressions interface with assessment and instruction (1a).

Sources of Evidence

- Lesson plans
- Case study
- Journal reflections

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

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

Performance

2(a)   Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

2(b)   Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.

2(c)   Provide students with linguistic, academic, and cultural experiences that link their communities with the school.

2(d)   Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – *Three (3) separate Institutional Recommendation packets provide evidence of signed Code of Behavior attestations for ethical behavior and criminal background checks (2a). ELL student profiles developed in class explain a candidate's understanding of the influences of diversity in a student's life and how that influenced reading and writing development (2b).The book trailer assignment allowed students to connect their community with the school (2c), while having the candidate adapt instructional materials to meet the language proficiency skills of English learners and students (2d).*

Sources of Evidence

- Institutional Recommendation packets
- ELL student profile work
- Book trailer assignment

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

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

Performance

3(a)   Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.

3(b)   Modify the arrangements to accommodate students' changing needs.

3(c)   Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.

3(d)   Create supportive environments where English learners are encouraged and given many opportunities to use English.

3(e)   Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.

3(f)   Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – *Lesson plan for the book trailer assignment and a case study of a specific child in the classroom setting provided evidence of knowing how to create positive social environments to encourage reading (3a, b, c, d), while the Whitfield strategy facilitation and final lesson plan showed the importance of creating effective routines and maintaining positive learning environments (3e, f).*

Sources of Evidence

- Lesson plan
- Case study
- Whitfield strategy facilitation
- Final lesson plan

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

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

Performance

4(a)   Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

4(b)   Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).

4(c)   Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).

4(d)   Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.

4(e)   Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.

4(f)   Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.

4(g)   Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and

Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *Several different course syllabi, student work samples, ELL student profiles, Praxis scores, Whitfield strategy facilitation, writing strategy facilitation, various lesson plans, and reflection journals provide evidence that the EPP has provided adequate content knowledge for the candidates to demonstrate performance standards 4a-g.*

Sources of Evidence

- Course syllabi, student work samples
- ELL student profiles, Praxis scores
- Whitfield strategy facilitation
- Writing strategy facilitation
- Lesson plans, reflection journals

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

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

Knowledge

5(a)   Understands how literacy (reading and writing) occurs across all subject disciplines

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis—Praxis scores, candidate interviews, course syllabi, and lesson plans provide evidence that candidates demonstrate an adequate understanding of how literacy occurs across grade levels and subject disciplines (5a).

Sources of Evidence

- Praxis scores
- Lesson plans, course syllabi
- Candidate interviews

Performance

5(b)   Plans instruction addressing content area literacy according to local, state, and/or national standards.

5(c)   Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

5(d)   Incorporates all aspects of literacy across content areas for instructional planning.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate lesson plans, interviews, and UDL lesson plans provide evidence that candidates demonstrate performance of content area literacy (5b), uses digital resources appropriately (5c), and incorporates literacy in English Language Arts instructional planning (5d).

Sources of Evidence

- Candidate interviews
- Lesson plans
- UDL 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.

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

Performance

6(a)   Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.

6(b)   Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

6(c)   Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).

6(d)   Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

6(e)   Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

6(f)   Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.

6(g)   Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.

6(h)   Demonstrate the ability to communicate results of assessments to teachers and parents.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Candidate interviews, course syllabi, lesson plans, case studies, and Praxis scores provide evidence that candidates demonstrate an understanding of the purpose of assessments, use multiple forms of assessment types, and administer, interpret, and communicate the results of assessments for students, colleagues, and parents (6a-h).

Sources of Evidence

- Candidate interviews, course syllabi
- Lesson plans, case studies
- Praxis scores

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

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

Performance

7(a)   Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.

7(b)   Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.

7(c)   Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.

7(d)   Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.

7(e)   Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

Standard 7 *Planning for Instruction*	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *Praxis scores, candidate unit plans, and lesson plans provide evidence that candidates demonstrate performance of curriculum integration (7a), creating standards based curriculum utilizing current theory and research (7b), generating collaborative approaches and contemporary technologies (7c), and utilizing a range of different texts (7d).*

Sources of Evidence

- Praxis scores
- Candidate unit plans
- 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.

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

Performance

8(a)   Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.

8(b)   Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

8(c)   As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

8(d)   Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Standard 8 *Instructional Strategies*	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance		X	

8.2 Analysis – *Praxis scores, numerous lesson plans, candidate interviews, course syllabi, differentiated lesson plans, and the Whitfield strategy facilitation demonstrate that candidates understand and use various instructional and in-depth strategies, and adapt materials while using a variety of grouping practices to build the skills of students who struggle to read and write.*

Sources of Evidence

- Praxis scores, lesson plans
- Candidate interviews, course syllabi
- Differentiated lesson plans
- Whitfield strategy facilitation

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

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

Performance

9(a)   Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.

9(b)   Demonstrate effective use of technology for improving student learning.

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

9.2 Analysis – Journal reflections, candidate interviews, lesson plans, and literature circles provide evidence of the candidate's ability to model a positive attitude toward reading and writing (9a), while lesson plans, teaching with technology projects and rubrics show how the effective use of technology can improve student learning (9b).

Sources of Evidence

- Journal reflections, candidate interviews
- Lesson plans, literature circles
- Teaching with technology projects and rubrics

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

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

Performance

10(a) Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.

10(b) Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

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

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – *Candidate interviews, reflection journals, course syllabus, and a reading portfolio demonstrate the understanding of policies (10b) that affect literacy instruction and demonstrate the ability to hold effective conversations with others (10a). Case studies and UDL lesson plans demonstrate ways to build strong home-to-school and school-to-home literacy connections (10c).*

Sources of Evidence

- Candidate interviews, reflection journals
- Course syllabus, reading portfolio
- Case studies, UDL lesson plans

Summary

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

Recommended Action on Idaho Standards for Literacy Teachers

☒   Approved

☐   Conditionally Approved

        ☐   Insufficient Evidence
        ☐   Lack of Completers
        ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

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

Knowledge

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

1(b)   The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, candidate coursework samples, required course assignments, and candidate interviews provide sufficient evidence that candidates have the knowledge necessary to understand how students grow and develop mathematical understanding, the existence of variability among students, and how to design developmentally appropriate and challenging learning experiences.*

Sources of Evidence

- Course syllabi (EDCI 434, Math/Hist 388, Math 175)
- Candidate course work samples
- Required course assignments
- Candidate interviews

Performance

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

1(d)   The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.

1(e)   The teacher plans and facilitates learning activities that value students' ideas and guide the development of students' ways of thinking, and mathematical dispositions in line with research-based learning progressions.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – *Candidate lesson plans, candidate reflections, syllabi, candidate work samples, and candidate interviews provide sufficient evidence that candidates are prepared to demonstrate their understanding of how students grow and develop mathematical understanding, the existence of variability among students, and how to design developmentally appropriate and challenging learning experiences.*

Sources of Evidence

- Candidate lesson plans
- Candidate reflections
- Syllabi
- Candidate course work samples

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

Knowledge

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

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

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – *Candidate lesson plans, course syllabi, candidate reflections, student work samples, and candidate interviews provide sufficient evidence that candidates acquire knowledge of understanding individual differences and how to ensure inclusive learning environments.*

Sources of Evidence

- Candidate lesson plans
- Course syllabi
- Candidate reflections
- Student work samples
- Candidate interviews

Performance

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

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Required course assignments, candidate reflections, lesson plan template, candidate lesson plans, and candidate interviews provide sufficient evidence that candidates demonstrate through performance their understanding of individual differences and how to ensure inclusive learning environments that enable each learner to meet high standards.

Sources of Evidence

- Required course assignments
- Candidate reflections
- Lesson plan template
- Candidate lesson plans

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

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

Knowledge

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

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

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

4(d)   The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Program requirements, required course assignments, course syllabi, candidate course work samples, Praxis exam scores, candidate lesson plans, and candidate exam provide sufficient evidence that candidates understand central concepts, tools of inquiry, and structures of mathematics.

Sources of Evidence

- Required course assignments
- Program requirements
- Course syllabi
- Candidate course work samples
- Praxis exam scores
- Candidate lesson plans
- Candidate exam

Performance

4(f)   The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.

4(g)   The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.

4(h)   The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.

4(i)   The teacher implements the standards for mathematical practice and engages students in the use of those practices.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate course work samples, candidate lesson plans, candidate exam, required course assignments, and candidate interviews provide sufficient evidence that candidates understand central concepts, tools of inquiry, and structures of mathematics and can use that knowledge to create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Sources of Evidence

- Candidate course work samples
- Candidate lesson plans
- Candidate exam
- Required course assignments
- Candidate interviews

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

Knowledge

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Course syllabi, Praxis exam scores, candidate course work samples, candidate lesson plans, required course assignments, and candidate interviews provide sufficient evidence that candidates develop the knowledge 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

- Course syllabi
- Praxis exam scores
- Candidate course work samples
- Candidate lesson plans
- Required course assignments
- Candidate interviews

Performance

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate reflection on assignment, candidate assignment sample, candidate quiz, and candidate interviews provide sufficient evidence that candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Sources of Evidence

- Candidate reflection on assignment
- Candidate assignment sample
- Candidate quiz
- 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.

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

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Syllabi, required coursework, candidate interviews, and candidate lesson plans provide evidence that candidates demonstrate an adequate understanding of knowledge necessary to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Sources of Evidence

- Syllabi
- Required coursework
- Candidate interview
- Candidate lesson plans

Performance

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

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis –Candidate produced rubric, sample student work, candidate reflection, and candidate lesson plans provide evidence that candidates demonstrate an understanding of how to use multiple methods of assessment to engage learners in their own growth, to monitor learner

progress, and to guide the teacher's and learner's decision making. The performance evidence would be strengthened by sharing evidence from student teaching performance.

Sources of Evidence

- Candidate produced rubric
- Sample student work
- Candidate reflection
- Candidate lesson plans

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

Knowledge

7(a)   The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.

7(b)   The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – *Course syllabi, course quiz candidate sample, candidate course work sample, and candidate lesson plans provide sufficient evidence that candidates have the knowledge to* plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.

Sources of Evidence

- Course syllabi
- Course quiz candidate sample
- Candidate course work sample
- Candidate lesson plans

Performance

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

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Candidate lesson plans and candidate reflections provide evidence that candidates can plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The evidence would be strengthened by having additional performance data from student teaching experience.

Sources of Evidence

- Candidate lesson plans
- Candidate reflections

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

Knowledge

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

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

8(c)   The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.

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

8(e)   The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Course syllabi, candidate course quiz sample, candidate course work sample, required course assignments, and candidate interviews provide evidence that candidates have the knowledge to use a variety of instructional strategies to encourage learners to develop deep

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

Sources of Evidence

- Course syllabi
- Candidate course quiz sample
- Candidate course work sample
- Required course assignments
- Candidate interviews

Performance

8(f)   The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

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

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

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

8(j)   The teacher uses student conceptions and misconceptions to guide and facilitate learning.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – *Required course assignments, candidate lesson plans, candidate assignment reflection, candidate created activities, candidate course exams, candidate lesson reflection and candidate interviews provide evidence that teacher candidates are able to* use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Sources of Evidence

- Required course assignments
- Candidate lesson plans
- Candidate assignment reflection
- Candidate created activities
- Candidate course exams
- Candidate lesson reflection
- Candidate 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	7	0	7	0
Performance	7	0	7	0

Areas for Consideration

- Although document evidence was adequate to demonstrate that candidates possess assessment techniques for 6-12 mathematics students, candidate interviews demonstrated that assessment techniques for mathematics had not been internalized.
- The performance evidence would be strengthened by sharing more evidence from clinical experiences that are intentionally provided and documented throughout the program (from early in the program through student teaching).
- Providing evidence for how data is used to make improvements in the program would strengthen the performance on the program review.
- During candidate interviews, candidates expressed a desire for more focus on developing teaching methods earlier in the program to give context to why the higher-level mathematics courses they are taking are relevant.

Recommended Action on Idaho Standards for Mathematics Teachers

☒   Approved

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

☐   Not Approved

IDAHO STANDARDS FOR PHYSICAL EDUCATION TEACHERS

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

Performance

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Candidate unit plans, work samples, interviews, and observations provide evidence that candidates demonstrate performance of understanding 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 designing and implementing developmentally appropriate and challenging learning experiences.

Sources of Evidence

- Candidate unit plans
- Candidate work samples
- Candidate interviews
- 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.

Performance

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

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – *Candidate lesson plans, curriculum development, observations, and interviews provide evidence that candidates demonstrate performance of understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Sources of Evidence

- Candidate lesson plans
- Candidate curriculum development
- Observations
- Candidate interviews

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

Knowledge

3(a)   The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.

3(b)   The teacher knows how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).

3(c)   The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis –Course syllabi, candidate lesson plans, work samples, interviews, and mentor evaluations provide evidence that candidates demonstrate an adequate understanding of working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Sources of Evidence

- Course syllabi
- Candidate lesson plans
- Candidate work samples
- Candidate interviews
- Mentor evaluations

Performance

3(d)   The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).

3(e)   The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.

3(f)   The teacher utilizes principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – *Observations, candidate work samples, and interviews provide evidence that candidates demonstrate performance of working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Observations
- Candidate work samples
- Candidate interviews

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

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

Knowledge

5(a)   The teacher understands the relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.

5(b)   The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

5(c)   The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, bio-mechanics, psychosocial aspects of physical activity).

5(d)   The teacher knows the appropriate rules, etiquette, instructional cues, tactics (skills and strategies) and techniques for a variety of physical education activities (e.g.,

aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).

5(e)   The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis –Course syllabi, instructor feedback, candidate work samples, lesson plans, and curriculum rubrics provide evidence that candidates 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.

Sources of Evidence

- Course syllabi
- Instructor feedback
- Candidate work samples
- Candidate lesson plans
- Curriculum rubrics

Performance*

5(f)   The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.

5(g)   The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

5(h)   The teacher instructs students in the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).

5(i)   The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.

5(j)   The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.

5(k)   The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis –Candidate lesson plans, interviews, observations, and instructor feedback provide evidence that 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 interviews
- Observations
- Instructor feedback

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

Knowledge

6(a)   The teacher understands appropriate assessment protocols sensitive to student needs.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis –Course syllabi, candidate unit plans, lesson plans, and interviews provide evidence that candidates demonstrate an adequate understanding of using 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.

Sources of Evidence

- Course syllabi
- Candidate unit plans
- Candidate lesson plans
- Candidate interviews

Performance

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

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis –*Instructor feedback, candidate unit plans, lesson plans, and interviews provide evidence that candidates demonstrate performance of using 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.*

Sources of Evidence

- Instructor feedback
- Candidate unit plans
- Candidate lesson plans
- Candidate 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

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

7(b)   The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, multi-use facility agreements, and service organizations).

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis –*Course syllabi, instructor feedback, candidate unit and lesson plans, and interviews provide evidence that candidates demonstrate an adequate understanding of planning 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.*

Sources of Evidence

- Course syllabi
- Instructor feedback

- Candidate unit plans
- Candidate lesson plans
- Candidate interviews

Performance

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

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis –Observations, instructor feedback, candidate unit and lesson plans, and interviews provide evidence that candidates demonstrate performance of planning 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.

Sources of Evidence

- Observations
- Instructor feedback
- Candidate unit plans
- Candidate lesson plans
- Candidate interviews

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

Knowledge

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis –Course syllabi, candidate lesson plans, work samples, and interviews provide evidence that candidates demonstrate an adequate understanding of using 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.

Sources of Evidence

- Course syllabi
- Candidate lesson plans
- Candidate work samples
- Candidate interviews

Performance

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis –Candidate curriculum map, projects, lesson plans, and interviews provide evidence that candidates demonstrate performance of using 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.

Sources of Evidence

- Candidate curriculum maps
- Candidate projects
- Candidate lesson plans
- Candidate 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

9(a)   The teacher knows how one's own personal skillful movement, physical activity, exercise, and fitness competence and understands its impact on teaching and student motivation.

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

9.1 Analysis –Course syllabi, candidate interviews, and work samples provide evidence that candidates demonstrate an adequate understanding of engaging in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Sources of Evidence

- Course syllabi
- Candidate interviews
- Candidate work samples

Performance

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

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

9.2 Analysis –Candidate work samples, interviews, and instructor feedback provide evidence that candidates demonstrate performance of engaging in ongoing professional learning and using 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 adapting practice to meet the needs of each learner.

Sources of Evidence

- Candidate work samples
- Instructor feedback
- 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

10(a)   The teacher knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.

10(b)   The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis –Candidate projects, lesson plans, interviews, and instructor feedback and evaluations provide evidence that candidates demonstrate an adequate understanding of seeking appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Sources of Evidence

- Candidate projects
- Candidate lesson plans
- Candidate interviews
- Instructor feedback
- Instructor evaluations

Performance

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

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis –Candidate projects, interviews, mentor teacher feedback, and instructor feedback provide evidence that candidates demonstrate performance of seeking appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Sources of Evidence

- Candidate projects
- Candidate interviews

- Mentor teacher feedback
- Instructor feedback

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

Knowledge

11(a)   The teacher understands the inherent risks involved in physical activity.

11(b)   The teacher recognizes safety considerations when planning and providing instruction.

11(c)   The teacher recognizes factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

11(d)   The teacher recognizes the level of supervision required for the health and safety of students in all locations (e.g., teaching areas, locker rooms, off-campus).

11(e)   The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.

11(f)   The teacher understands the appropriate steps when responding to safety situations.

11(g)   The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis –*Candidate lesson plans, interviews, work samples, course syllabi, and instructor feedback provide evidence that candidates demonstrate an adequate understanding of providing a safe physical education learning environment.*

Sources of Evidence

- Candidate lesson plans
- Candidate interviews
- Candidate work samples
- Course syllabi
- Instructor feedback

Performance

11(h)   The teacher documents safety issues when planning and implementing instruction to ensure a safe learning environment.

11(i)   The teacher informs students of the risks associated with physical activity.

11(j)   The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.

11(k) The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.

11(l) The teacher maintains CPR and first aid certification.

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis –*Candidate lesson plans, interviews, mentor teacher feedback, and instructor evaluations provide evidence that teacher candidates demonstrate performance of providing a safe physical education learning environment.*

Sources of Evidence

- Candidate lesson plans
- Candidate interviews
- Mentor teacher feedback
- Instructor evaluations

Summary

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

Recommended Action on Idaho Standards for Physical Education Teachers

☒ Approved

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

☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

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

Knowledge

1(a)   The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.

1(b)   The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Sufficient evidence demonstrates that candidates meet Standard 1. Primary evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' Both knowledge indicators are thoroughly evidenced revealing a candidate's ability to grasp disciplinary core ideas and common misconceptions in developing candidate learning.

Sources of Evidence

- Science standards matrix document
- Multiple agenda assignments
- Syllabus for EDCI 433
- Praxis score results

Performance

1(c)   The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.

1(d)   The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – There is sufficient evidence of candidate performance for indicators 1 and 2. The lesson plan, assessment assignment, and research project each demonstrated how a teacher candidate deals with common misconceptions or partial understandings in scientific disciplinary

core ideas. As well, the evidence provided was sufficient to reflect how a candidate utilizes common practices and crosscutting concepts to allow candidates to develop core scientific ideas.

Sources of Evidence

- 410 Digital Assessment
- PIRP research project
- Biodiversity lesson plan

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

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

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

Knowledge

4(a)   The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.

4(b)   The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.

4(c)   The teacher understands the core ideas of their respective discipline (i.e., Disciplinary Core Ideas).

4(d)   The teacher understands the interconnectedness among the science disciplines (i.e., Crosscutting Concepts).

4(e)   The teacher understands the processes of science (i.e., Science and Engineering Practices).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Sufficient evidence demonstrates that candidates meet Standard 4. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' All five (5) knowledge indicators are thoroughly evidenced revealing a candidate's ability to know central concepts, tools of inquiry, and structures of their scientific discipline. Furthermore, the evidence provided supports a candidate's knowledge in making the discipline accessible and meaningful to varied learners as they strive for mastery.

Sources of Evidence

- Science standards matrix document
- Multiple agenda assignments
- Syllabus for EDCI 433
- Praxis score results

Performance

4(f) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory, and field activities) that align with Idaho State Science Standards within their appropriate certification.

4(g) The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.

4(h) The teacher uses the core ideas of their respective discipline (i.e., Disciplinary Core Ideas) to design and implement lessons.

4(i) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.

4(j) The teacher models and guides students in the use of the processes of science. (i.e., Science and Engineering Practices).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *There is sufficient evidence of candidate performance for indicators 4f through 4j. The lesson plans, assessments, and research projects each provided evidence of how a candidate implements lessons, uses diverse examples, utilizes core ideas from science. Furthermore, the evidence provided was sufficient to reflect how a candidate guides and models for candidates through inquiry-based learning.*

Sources of Evidence

- PIRP Disappearing Frogs
- Lesson plans, inquiry lesson
- Peer Inquiry Research

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

Knowledge

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Sufficient evidence demonstrates that candidates meet Standard Five. Evidence is provided through Praxis results, EDCI 433 course syllabus and numerous assignments from EDCI 433 titled 'agenda assignments'. The knowledge indicator is thoroughly evidenced revealing a candidate's ability apply science and engineering practices in proposing, investigating, and evaluating solutions to problems.

Sources of Evidence

- Science standards matrix document
- Multiple agenda assignments
- Syllabus for EDCI 433
- Praxis score results

Performance

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – There is sufficient evidence of candidate performance for indicator 5a. The lesson plans, assessments, and research projects each provided evidence of how a candidate designs lessons, provides diverse examples, and utilizes application of science core ideas.

Sources of Evidence

- Project inquiry
- Peer inquiry lesson
- Moth lesson

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

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

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

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

Knowledge

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

    8(b)   The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).

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

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 8. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' The knowledge indicators are thoroughly evidenced revealing a candidate's ability to implement, research, apply mathematics and technology, and communicate Science and Engineering practices in teaching core science standards.*

Sources of Evidence

- Science standards matrix document
- EDCI 433 A3 PIRP (research assignment with technical writing)
- Syllabus for EDCI 433
- Praxis score results

Performance

    8(e)   The teacher implements Science and Engineering Practices in instructional planning.

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

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – *There is sufficient evidence of candidate performance for indicators 8e through 8g. The lesson plans, assessments, and research projects each provided evidence of how a candidate designs lessons, provides diverse examples, and utilizes application of science core ideas. In particular, the candidates show implementation of science in their design, research application, and the ability to utilize mathematics concepts in their analysis of scientific data.*

Sources of Evidence

- Project inquiry
- Assessment assignment
- Lesson plan-Skeleton

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

Knowledge

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

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

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

9.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 9. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of current research on learning science and the value of research in science that is current.*

Sources of Evidence

- Science standards matrix document
- Syllabus for EDCI 433
- Praxis score results

Performance

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

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

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

9.2 Analysis – *There is sufficient evidence of candidate performance for indicators 9c through 9d. The lesson plans, assessments, and research projects each provided evidence of how a candidate incorporates research and scientific findings into instructional design.*

Sources of Evidence

- Peer inquiry lesson plan
- Peer inquire research lesson plan
- 410 Digital Assessment

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

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

Knowledge

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

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

11(c)   The teacher understands how to ensure safe science activities appropriate for the abilities of all students.

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

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

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

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 11. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.*

Sources of Evidence

- EDCI 433 W10 agenda
- Biology, Earth/Space/Science, Chemistry and Physics Praxis scores
- EDCI 433 syllabus

Performance

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

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

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

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

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

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

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis – There is sufficient evidence of candidate performance for indicators 11g through 11l, except for indicator 11j. The lesson plans, assessments, and research projects each provided evidence of how a candidate implements safe laboratory practices. What is not provided is evidence of candidate work in dealing with ethical decision making with respect to the treatment of all living organisms.

Sources of Evidence

- Unit plan: Chemical Measurements
- Lesson plan: Skeleton
- Praxis scores

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

Knowledge

12(a)   The teacher knows a variety of laboratory and field techniques appropriate to their content area.

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

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

12.1 Analysis – Sufficient evidence demonstrates that candidates meet Standard 12. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' The knowledge indicators are thoroughly evidenced revealing a candidate's understanding laboratory and field techniques as well strategies to continue to develop these skills.

Sources of Evidence

- EDCI 433 W6 agenda
- Biology, Earth/Space/Science, Chemistry and Physics Praxis scores
- EDCI 433 syllabus

Performance

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

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

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

12.2 Analysis – *There is sufficient evidence of candidate performance for indicators 12a and 12b. The lesson plans, assessments, and research projects each provided evidence of how a candidate implements laboratory and field activities.*

Sources of Evidence

- Peer inquiry lesson plan
- Peer inquire research lesson plan
- Unit plan: Chemical Measurements

Summary

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

Areas for Consideration

- All core content knowledge appears to be covered in one class, EDCI 433. The same candidate examples were used across each standard for each indicator. Knowledge evidence could be further strengthened by submitting examples of candidate work that that draw from a variety of courses within the education program and show growth in each standard.

Recommended Action on Idaho Foundation Standards for Science Teachers

☒   Approved

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

☐   Not Approved

IDAHO STANDARDS FOR BIOLOGY TEACHERS

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

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

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

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

Knowledge

4(a)   The teacher understands the major underlying theories and principles of molecular and organismal biology, including: structure and function, growth and development, and organization for matter and energy flow.

4(b)   The teacher understands the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

4(c)   The teacher understands the major underlying theories and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.

4(d)   The teacher understands the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Sufficient evidence is provided that candidates meet Standard 4. Evidence is provided through coursework in BIOL 114, 115,213, and 421. Evidence includes exams, syllabi, laboratory assignments, and a knowledge map. The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of central concepts and tools of inquiry to ensure that learners are able to master the content.

Sources of Evidence

- *Syllabi for BIOL 114, 115, 213, 421*
- Exams in BIOL 114, 115, 213, 421
- Unit assignments, BIOL 113

Performance

4(e)   The teacher develops lessons based on the major underlying theories and principles of molecular and organismal biology including; structure and function, growth and development, and organization for matter and energy flow.

4(f)   The teacher develops lessons based on the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

4(g)   The teacher develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.

4(h)   The teacher develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *There is sufficient evidence of candidate performance for indicators 4e through 4h. The candidates prepared lesson plans that engage learners in biological theory, structure, and function; the interdependent relationships in ecosystems; and heredity and biological adaptation.*

Sources of Evidence

- PIRP project inquiry lesson
- PIRP lesson plan for peer project
- PIRP project lesson plan reflection research report
- PIRP peer inquiry research 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		1	
Performance	1		1	

Areas for Consideration

- The evidence provided covered all indicators necessary. Knowledge evidence could be further strengthened by showing candidate growth within the standard and amongst the indicator evidence.

Recommended Action on Idaho Standards for Biology Teachers

☒   Approved

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

☐   Not Approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

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

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

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

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

Knowledge

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Sufficient evidence is provided that candidates meet Standard 4. Evidence is provided through coursework in CHEM 111, 112, 277, 278, 372 and others. Evidence includes exams, syllabi, assignments, handouts, and problem sets. The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of central concepts and tools of inquiry to ensure learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Sources of Evidence

- Syllabi from multiple courses ranging from CHEM 111 to CHEM 372.
- Chemistry course exams
- Chemistry problem sets
- Chemistry unit plans

Performance

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

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

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

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

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

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

4(y)   The teacher is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.

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

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

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

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

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

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

4(ff)   The teacher can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

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

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

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

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *The EPP provided sufficient evidence for all indicators to demonstrate candidate performance. The evidence was provided through several means. Evidence for 10 of the indicators (indicators 4s-4aa, and 4gg) were provided in SharePoint. A unit plan, unit portfolio, assessment assignment, lesson plans, and digital assignment tasks provided a breadth of performance evidence for these 10 indicators. Evidence for the other eight (8) indicators (indicators 4bb-4ff and 4hh-4jj) was not available in SharePoint, but the review team was able to find sufficient evidence for them in candidate interviews.*

Sources of Evidence

- Candidate interviews
- Unit plan portfolio: You are living

- Unit plan: Chemical Measurements
- 410 Digital Assessment assignment
- Digital Assessment task
- Gas Laws worksheet

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

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

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

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

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

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

Summary

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

Areas for Consideration

- The performance indicators for Standard 4 are limited to a few specific examples. This limited performance evidence could be strengthened by showing candidate work that exemplifies candidate growth in the program over time and reveals how candidate lesson planning is improving or become more dynamic throughout time in the program. Given that chemistry has 18 indicators for performance, it would be helpful to have some candidate work that addresses a majority of indicators.

Recommended Action on Idaho Standards for Chemistry Teachers

☒   Approved

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

☐   Not Approved

IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS

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

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

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

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

Knowledge

4(a)   The teacher understands the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.

4(b)   The teacher understands major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.

4(c)   The teacher understands the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Sufficient evidence is provided to show that candidates demonstrate an adequate understanding of Standard 4. Evidence includes syllabi, exams, assignments, journal entries, presentations, and candidate lesson plans in GEOL 102, 111, 212, 313, and 345. The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of the fundamental principles of Earth's place in the universe and Earth's systems, including the relationship of humans with its systems.

Sources of Evidence

- Syllabi in GEOL 102, 111, 212, 313, and 345
- Assignments in GEOL 102, 111, and 345

- Exams in GEOL 111 and 345
- Written reports in GEOL 102, 111, 212, and 345
- Journal entries in GEOL 102

Performance

4(d)   The teacher develops lessons based on the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.

4(e)   The teacher develops lessons based on the major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.

4(f)   The teacher develops lessons based on the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Sufficient evidence in the form of Peer Inquiry Research Projects is provided to show that candidates demonstrate adequate performance in all three (3) indicators in Standard 4. The performance indicators are sufficiently evidenced to show that a candidate's knowledge of the fundamental principles of Earth's place in the universe and its systems ensure learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Sources of Evidence

- PIRP Impacts of Dams
- PIRP Renewable/Nonrenewable Energy
- PIRP Seasonal Weather Patterns
- PIRP Weather and Student Focus
- PIRP Biodiversity Research

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

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

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

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

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

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

Summary

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

Recommended Action on Idaho Standards for Earth and Space Science Teachers

☒   Approved

☐   Conditionally Approved

        ☐   Insufficient Evidence
        ☐   Lack of Completers
        ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR PHYSICS TEACHERS

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

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

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

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

Knowledge

4(a)   The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

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

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Sufficient evidence is provided to show that candidates demonstrate an adequate understanding of Standard 4. Evidence includes syllabi, exams, assignments, and candidate lesson plans in PHYS 103, 211, 212, 213, and 305. The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of the fundamental principles of physics and the application of mathematics in the discipline.

Sources of Evidence

- Syllabi from PHYS 212 and 213
- Exams from PHYS 103, 211, 212, 213, and 305

- Assignments from PHYS 211, 212, and 213
- Activities from PHYS 211
- Candidate lesson plans from EDCI 404

Performance

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

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

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *Sufficient evidence demonstrates candidate performance in the three (3) indicators for Standard 4. Evidence includes lesson plans, completer interviews, and initial program field monitor interviews. The performance indicators show that a candidate's knowledge of physics principles and the application of mathematics to physics problems assure mastery of the content and ensure learning experiences that make physics accessible and meaningful for learners.*

Sources of Evidence

- Lesson from EDCI 404
- PIRP Biodiversity research
- Completer interview
- Initial program field monitor interview

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

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

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

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

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

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

Summary

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

Recommended Action on Idaho Standards for Physics Teachers

☒ Approved

☐ Conditionally Approved

      ☐ Insufficient Evidence

      ☐ Lack of Completers

      ☐ New Program

☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

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

Knowledge

1(a)   The teacher understands the influences that contribute to intellectual, social, and personal development.

1(b)   The teacher understands the impact of learner environment on student learning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – The EPP provides sufficient evidence that candidates understand the influences and impacts on student learning through their course EDCI 432. Rubrics show candidates are graded on their knowledge to support students with different needs, and lesson plans that demonstrate the candidates have thought about the challenges to different students' needs (1b).

Sources of Evidence

- Lesson Plans (1, 2, & 3)- demonstrate the teacher has thought about challenges to different student needs.
- Course syllabus EDCI 432- design and implement lessons that are developmentally appropriate for a diverse group of learners.
- History Lesson Plan Rubric (4 & 5)- support for students with different needs & knowledge of students' prior learning experiences

Performance

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

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Candidates demonstrate proficiency of this standard through lesson plans on civic life, politics, and government. Candidate interviews show knowledge of incorporating this into the classroom with mock elections, town halls, etc. (1c).

Sources of Evidence

- Several Lesson Plans- Election Process, Political Process & Third Parties, Three Branches of Government.
- Candidate Interviews

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

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

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

Knowledge

4(a)   The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).

4(b)   The teacher understands how and why various governments and societies have changed over time.

4(c)   The teacher understands how and why independent and interdependent systems of trade and production develop.

4(d)   The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.

4(e)   The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.

4(f)   The teacher understands how geography affects relationships between people, and environments over time.

4(g)   The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *The EPP demonstrates a broad knowledge base for social studies through their Social Studies Endorsement requirements. Candidates have shown they have also met this indicator with their success on the Praxis II exams in general social studies, economics and history. Candidates have also shown their knowledge through lesson plans on cultures, economics and other civilizations (4d) while using social studies concepts such as, primary and secondary sources (4g).*

Sources of Evidence

- Social Studies endorsement requirements
- Praxis II Scores- General Social Studies, Economics & History
- Several lesson plans

Performance

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

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *EDCI-432 shows that candidates are taught Historical Inquiry Approach, while the lesson plans provided demonstrate candidates have understood and can performed these methods (4i).*

Sources of Evidence

- TPA lesson plan Phillips 2-research Mesopotamia
- PoliSci lesson plan 4-local election research
- EDCI 432- lesson plan 1-What is culture

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

Knowledge

5(a)   The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.

5(b)   The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – *The EPP provides several courses to teach candidates knowledge on current events and historical knowledge through the Social Studies endorsement requirements. The candidates demonstrate this knowledge in the lesson plans on the EU, NATO (current) and historic cultural perspectives (5a). They also demonstrate this knowledge by using and analyzing primary and secondary sources (5b). Candidates have provided excellent examples on modern and historic voting and elections, plus image and document analysis.*

Sources of Evidence

- Lesson Plans-EU, NATO
- History lesson plan 15-uses images, and primary sources
- UITPA 401-recorded lesson #2
- Social Studies endorsement requirements

Performance

5(c)   The teacher demonstrates and applies chronological historical thinking.

5(d)   The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.

5(e)   The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – *Candidates' lesson plans demonstrate their application on historical thinking, and current topics such as cultural pluralism (5d). Lesson plans show great use of interpreting primary and secondary sources with the use of maps and images (5e).*

Sources of Evidence

- PoliSci lesson plan 4-learning about elections and voting helps students understand cultural pluralism.
- History lesson plan 14-read secondary sources and draw map
- History lesson plan 15-uses images, and primary sources

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

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

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

Knowledge

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – The EPP provides candidates with strategies for reading, speaking, listening, and writing in the social studies context with the EDCI-463 Literacy Methods course. In this course they use the UDL-Universal Design for Learning Template to facilitate candidate use of these strategies. The candidates demonstrate their knowledge of these strategies in the creation of their lesson plans with examples of reading, writing, and speaking (debate).

Sources of Evidence

- Course syllabus-EDCI 463 Literacy Methods
- History lesson plan 1-Women's Suffrage reading primary sources and debate
- UDL-Universal Design for Learning template and lesson plans

Performance

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

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Through several lesson plan examples the candidates show their ability to foster reading, speaking, listening, and writing in the social studies content. Several strategies and types

of resources were used. Candidate reflection shows that students needed more discussion (speaking and listening) and made the adjustment to meet student needs in later classes.

Sources of Evidence

- PoliSci lesson plan 3-reading and speaking
- SS MS reflection-students needed to work together to discuss ideas
- History lesson plan 1-Women's Suffrage reading primary sources and debate

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

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

Summary

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

Recommended Action on Idaho Foundation Standards for Social Studies Teachers

☒   Approved

☐   Conditionally Approved

      ☐   Insufficient Evidence

      ☐   Lack of Completers

      ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR ECONOMICS TEACHERS

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

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

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

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

Knowledge

4(a)   The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, supply and demand credit/debt, market incentives, interest rate, imports/exports).

4(b)   The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.

4(c)   The teacher understands the functions and characteristics of money.

4(d)   The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).

4(e)   The teacher knows different types of economic institutions and how they differ from one another (e.g., market structures, stock markets, banking institutions, labor unions).

4(f)   The teacher understands how economic institutions shaped history and influence current economic practices.

4(g)   The teacher understands the principles of sound personal finance and personal investment.

4(h)   The teacher understands fiscal and monetary policy.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *The EPP provided sufficient evidence to support the indicators (4a-4h) for this standard through Economics specific course endorsement requirements and that those are being met through the several course syllabi. Candidates demonstrate knowledge through successful completion of the Praxis II exam.*

Sources of Evidence

- Course endorsement requirements-demonstrates growth of candidates
- Course syllabi-shows specific requirements to meet those goals
- Praxis II scores

Performance

4(i)   The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.

4(j)   The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.

4(k)   The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.

4(l)   The teacher illustrates how economic indicators influence historic and current policy.

4(m)   The teacher provides examples of the principles of business organizations and entrepreneurship.

4(n)   The teacher fosters understanding of the important role of economic systems on economic growth.

4(o)   The teacher develops learner understanding of economic issues through application of cost/benefit analyses.

4(p)   The teacher conveys the importance and implications of the global marketplace.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *Candidates demonstrate their performance of the indicators for this standard through their lesson plans. Candidate work such as Philosophy of Teaching Business essay shows understanding of many of these indicators (4i, 4j, 4m).*

Sources of Evidence

- Lesson plans-pros/cons of credit
- Philosophy of Teaching Business-candidate essay
- Econ mid-global economy, government policies

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

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

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

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

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

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

Summary

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

Recommended Action on Idaho Standards for Economics Teachers

☒   Approved

☐   Conditionally Approved

        ☐   Insufficient Evidence

        ☐   Lack of Completers

        ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR GEOGRAPHY TEACHERS

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

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

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

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

Knowledge

4(a)   The teacher understands the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.

4(b)   The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provides sufficient evidence to support indicators 4a & 4b for this standard through Geography specific course endorsement requirements and that those are being met through the several course syllabi. Candidates demonstrate their knowledge by incorporating the 5 themes of Geography into the lesson plans (4a).

Sources of Evidence

- Course endorsement requirements-demonstrates growth of candidates
- Several course syllabi-shows specific requirements to meet those goals
- Several lesson plans-EDCI 432 lesson plan 1, lesson plan 2

Performance

4(c)   The teacher uses past and present events to interpret political, physical, and cultural patterns.

4(d)   The teacher connects the earth's dynamic physical systems to its impact on humans.

4(e)   The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.

4(f)   The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.

4(g)   The teacher incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *Candidates demonstrate proficiency of this standard through lesson plans that show understanding of cultural patterns (4c) and geographic resources (4f). Candidate interviews reenforced this with use of maps, GIS, and Google Earth. Candidates have performed successfully on the Praxis II exam, Social Studies-Geography subcategory.*

Sources of Evidence

- Several lesson plans-EDCI 432 lesson plan 1, lesson plan 2, lesson plan 3
- Praxis II-Social Studies-Geography subcategory
- UITPA 401-recorded lesson #1
- Candidate interviews

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

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

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

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

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

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

Summary

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

Recommended Action on Idaho Standards for Geography Teachers

☒   Approved

☐   Conditionally Approved

          ☐   Insufficient Evidence

          ☐   Lack of Completers

          ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE TEACHERS

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

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

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

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

Knowledge

4(a)   The teacher understands the relationships between civic life, politics, and government.

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

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

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

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

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

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

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *The EPP provides sufficient evidence to support indicators 4a-4h for this standard through Government/Political Science specific course endorsement requirements and that those are being met through the several course syllabi. POLS 449 provides four (4) specific writing assignments that meet this indicator. The IKEEP program supports the understanding of tribal governments (4d) and their shared powers with the U.S.*

Sources of Evidence

- Course endorsement requirements-demonstrates growth of candidates
- Several course syllabi-shows specific requirements to meet those goals
- Specific course assignments-POLS 449 Written Assignments
- IKEEP inclusion

Performance

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

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

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

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

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *Lesson plans provided by candidates demonstrate their performance to understand current and historical aspects of the U.S. political system and government (4j). This is reinforced from candidate interviews about course work in Geopolitics and American policy (4k & 4l).*

Sources of Evidence

- Several lesson plans-PoliSci lesson 1, 2, 3, 4
- History TPA lesson plans-1, 2, 3
- Candidate interviews

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

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

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

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

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

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

Summary

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

Areas for Consideration

- Candidates stated they do not practice "civil discourse" in their course work. This could model for them identifier 4(m) "The teacher engages learners in civil discourse and promotes its use in a democratic society" to be able to later use it in their classroom.

Recommended Action on Idaho Standards for American Government/Political Science Teachers

☒   Approved

☐   Conditionally Approved

          ☐   Insufficient Evidence

          ☐   Lack of Completers

          ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR HISTORY TEACHERS

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

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

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

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

Knowledge

4(a)   The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).

4(b)   The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.

4(c)   The teacher understands how international and domestic relations impacted the development of the United States of America.

4(d)   The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.

4(e)   The teacher understands the political, social, cultural, and economic development of the United States of America.

4(f)   The teacher understands the political, social, cultural, and economic development of the peoples of the world.

4(g)   The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

4(h)   The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *The EPP provides sufficient evidence to support indicators 4a-4h for this standard through History specific course endorsement requirements and that those are being met through the several course syllabi. Candidates demonstrate knowledge through successful completion of the Praxis II exam.*

Sources of Evidence

- Course endorsement requirements-demonstrates growth of candidates
- Several course syllabi-shows specific requirements to meet those goals
- Praxis scores

Performance

4(i)   The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.

4(j)   The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.

4(k)   The teacher facilitates student inquiry regarding international relationships.

4(l)   The teacher relates the role of compromises and conflicts to continuity and change across time.

4(m)   The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.

4(n)   The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *Candidates' course work demonstrates their ability to use chronological and thematic concepts (4i). This is reenforced with several lesson plans that show the use of primary and secondary sources (4n) in examining historical issues such as gender and national origin (4j). Candidate interviews discussed how they can use primary sources to incorporate underrepresented groups into the teaching of History. History 290 the Historian's Craft develops candidates' ability to teach research and analysis of historical events (4m).*

Sources of Evidence

- Course work-Hist 112 Book Critique
- Several lesson plans-History Lessons 1-13
- Candidate interviews

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

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

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

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

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

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

Summary

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

Recommended Action on Idaho Standards for History Teachers

☒   Approved

☐   Conditionally Approved

             ☐   Insufficient Evidence

             ☐   Lack of Completers

             ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR TEACHER LIBRARIANS

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

Knowledge

1(a)   The teacher librarian is an effective teacher with knowledge of learners and learning.

1(b)   The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

1(c)   The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates demonstrate an adequate understanding of how learners grow and develop, while recognizing cognitive, linguistic, social, emotional, and physical differences.

Sources of Evidence

- Syllabi
- Course assignments
- Course lecture notes
- Candidate coursework

Performance

1(d)   The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

1(e)   The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.

1(f)   The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.

1(g)   The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, projects, and assessments, provide evidence that candidates can demonstrate performance of lessons and practices that support learner growth and development, recognizing cognitive, linguistic, social, emotional, and physical differences, and can implement appropriate and challenging learning experiences.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments

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

Knowledge

2(a)   The teacher librarian is aware of and respects the diverse cultures within the entire learning community.

2(b)   The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.

2(c)   The teacher librarian recognizes the importance of culturally significant learning experiences.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the importance of inclusive learning environments that acknowledge individual differences, diverse cultures and communities, and enable each learner to meet high standards.*

Sources of Evidence

- Syllabi
- Course assignments

- Course lecture notes
- Course lesson plans

Performance

2(d) The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.

2(e) The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

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

2.2 Analysis – Candidate and Completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates can demonstrate the importance of inclusive learning environments that acknowledge individual differences, diverse cultures and communities, and enable each learner to meet high standards.

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments
- Final projects

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

Knowledge

3(a) The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.

3(b) The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

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

3.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the importance of working with others to create learning environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Syllabi
- Course lesson plans
- Candidate coursework
- Candidate resource lists

Performance

3(c)   The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.

3(d)   The teacher librarian supports flexible, open access for library services.

3(e)   The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

3(f)   The teacher librarian facilitates access to information in a variety of formats.

3(g)   The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.

3(h)   The teacher librarian provides a respectful, positive, and safe climate.

3(i)   The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.

3(j)   The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance	X		

3.2 Analysis – *Sufficient evidence was not provided to show that teacher candidates can demonstrate the importance of working with others to create learning environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Candidate and completer interviews provided some information not found in the artifacts, and some supporting evidence was found in the documentation for other standards. However, evidence was limited or missing for indicators (d), (e), (f), (h), and (j).*

Sources of Evidence

- Candidate and completer interviews
- Candidate reflections and responses

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

Knowledge

4(a)   The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

4(b)   The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

4(c)   The teacher librarian is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.

4(d)   The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.

4(e)   The teacher librarian understands the process of information retrieval and resource sharing.

4(f)   The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.

4(g)   The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.

4(h)   The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the central concepts, tools of inquiry, and structures of information literacy and library use, and creates learning experiences that make the school library accessible and meaningful for learners to assure mastery across content areas. The lesson plans and lecture notes provided as evidence in this standard are particularly strong and were instrumental in ensuring that this standard earned an acceptable rating.

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans
- Course readings and assignments

Performance

4(i)   The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.

4(j)   The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

4(k)   The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4(l)   The teacher librarian catalogs and classifies library materials using professional library standards.

4(m)   The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.

4(n)   The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.

4(o)   The teacher librarian administers and trains staff to ensure an effective school library program.

4(p)   The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.

4(q)   The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.

4(r)   The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate interviews, work samples, and reflections provide minimal but acceptable evidence that candidates can successfully implement the central concepts, tools of

inquiry, and structures of information literacy and library use, and can create learning experiences that make the school library accessible and meaningful for learners to assure mastery across content areas.

Sources of Evidence

- Candidate interviews
- Candidate resource lists
- Candidate 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

5(a)   The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.

5(b)   The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge	X		

5.1 Analysis – *There was not sufficient evidence to demonstrate that candidates understand how to connect concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. With only two artifacts provided in this standard, artifacts from other standards and candidate/completer interviews provided additional necessary evidence for indicator 5(a). No appropriate evidence for 5(b) was provided or found elsewhere.*

Sources of Evidence

- Course lesson plan

Performance

5(c)   The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

5(d)   The teacher librarian models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.

5(e)   The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

5(f)   The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.

5(g)   The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates can connect concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments
- Candidate and completer interviews

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

Knowledge

6(a)   The teacher librarian understands many methods of assessing the library program.

6(b)   The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision making.

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans

- Course readings and assignments

Performance

6(c) The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.

6(d) The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.

6(e) The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates can successfully perform multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision making.

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments
- Candidate and completer 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

7(a) The teacher librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.

7(b) The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.

7(c) The teacher librarian acknowledges the importance of participating in curriculum development.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand how to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans
- Course readings and assignments

Performance

7(d)   The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.

7(e)   The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.

7(f)   The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.

7(g)   The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.

7(h)   The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.

7(i)   The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.

7(j)   The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates can successfully plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments

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

Knowledge

8(a)   The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.

8(b)   The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand 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.

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans
- Course readings and assignments

Performance

8(c)   The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.

8(d)   The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.

8(e)   The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.

8(f)   The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.

8(g)   The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.

8(h)   The teacher librarian employs strategies to integrate multiple literacies with content curriculum.

8(i)   The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.

8(j)   The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.

8(k)   The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that teacher candidates can successfully use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments

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

Knowledge

9(a)   The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

9(b)   The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.

9(c)   The teacher librarian understands confidentiality issues related to library records.

9(d)   The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

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

9.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the importance of engaging in ongoing professional learning and using 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).*

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans
- Course readings and assignments

Performance

9(e)   The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.

9(f)   The teacher librarian educates the school community on the ethical use of information and ideas.

9(g)   The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.

9(h)   The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.

9(i)   The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

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

9.2 Analysis – Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates successfully engage in ongoing professional learning; use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others; and adapt his/her practice to meet the needs of each learner.

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments

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

Knowledge

10(a)   The teacher librarian understands various communication and public relations strategies.

10(b)   The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

10(c)   The teacher librarian recognizes the value of sharing expertise with others in the field.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the need 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.

Sources of Evidence

- Syllabi
- Lecture notes

- Course lesson plans
- Course readings and assignments

Performance

10(d)   The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.

10(e)   The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.

10(f)   The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.

10(g)   The teacher librarian advocates for the school library program and the library profession.

10(h)   The teacher librarian participates in decision-making groups to continually improve library services.

10(i)   The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

10(j)   The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.

10(k)   The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

10(l)   The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.

10(m) The teacher librarian advocates for school library and information programs, resources, and services.

10(n)   The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates seek appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments

Summary

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

Areas for Improvement

- Several Standards addressed library materials in "a variety of formats." Based on the evidence provided and candidate/completer interviews, this was limited to: online databases, or websites found through search engines. Evidence could be strengthened by including a wider variety of materials: graphic novels, informational texts, e-books, audio books, podcasts, and so on.
- Digital tools and emerging technology were mentioned across several standards, and evidence indicates that this is interpreted to mean databases, social media, or library management software. Candidate/completer interviews, coupled with the evidence provided, suggest that more information about and practice with online and digital presentation and collaboration tools, especially for use with students, could be included in the program (e.g., Jamboard, Slido, Padlet, Canva, Flipgrid).
- Evidence provided in Standard 3.2 and elsewhere suggests that the program could be strengthened by an increased focus on a student-centered school library, for example, "creating a positive, safe, supportive, inviting environment; managing traffic flow throughout the school day (full classes as well as drop-in traffic) in a way that fosters positive relationships while still supporting school policies; analyzing and addressing access for those with physical, emotional, or intellectual barriers; offering flexible scheduling and broad, open access to the library."

Recommended Action on Idaho Standards for Teacher Librarians

☒   Approved

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

☐   Not Approved

IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS

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

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

Knowledge

2(a)   The teacher understands the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates demonstrate an adequate understanding of the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students. The candidate interview provided evidence from the music department.*

Sources of Evidence

- ED 436 lesson portfolio
- EDCI 325 lesson plan
- Interview with candidates
- MUST 383 syllabus

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

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

Knowledge

4(a)   The teacher understands the history and foundation of arts education.

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

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

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

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

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

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

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

Standard 4 Content Knowledge	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 candidates demonstrate an adequate understanding 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 while creating environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- EDCI 436 digital teaching portfolios
- 9-week unit plan
- MUST 383 group project
- MUST syllabus for 383 and 386

Performance

4(i)   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 -- *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates instruct, demonstrate, and model technical and expressive proficiency in the particular arts discipline being taught.*

Sources of Evidence

- Multiple art syllabi: 110, 121, 205, 436
- EDCI 325 lesson plan
- Idaho Teacher Candidate Evaluation
- MUST 445 lesson plan

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

Knowledge

5(a)   The teacher understands the relationships between the arts and how the arts are vital to all content areas.

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 candidate papers provide evidence that candidates* understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Sources of Evidence

- EDCI 325 lesson plan
- 436 digital portfolio and rubric
- MUST syllabus 383
- MUST group project 383

Performance

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

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis-- *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates engage students in identifying relationships between the arts and other content areas and making observations, interpretations, and judgments about their own artworks and the works of other artists.*

Sources of Evidence

- MUST 445 lesson plan
- Etching video of lesson
- Teacher candidate interview

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

Knowledge

6(a)   The teacher understands assessment strategies specific to creating, performing, and responding.

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

Standard 6 Assessment	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 candidates understand assessment strategies specific to creating, performing, and responding. The candidate interview provided evidence from the music department.*

Sources of Evidence

- Teacher candidate interviews
- EDCI 325 lesson
- Multiple EDCI 436 portfolios

Performance

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

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates understand assessment strategies specific to creating, performing, and responding. The candidate interview provided evidence from the music department.*

Sources of Evidence

- Teacher candidate interview
- Digital teaching portfolios
- Rubrics

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

Knowledge

7(a)   The teacher understands that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space.

Standard 7 Planning for Instruction	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 candidates plan for the arts by including acquisition and management of materials, technology, equipment, and use of physical space.*

Sources of Evidence

- Praxis scores
- Dry point etching lesson
- MUST 383 syllabus
- MUST lesson plan template
- Teacher 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

9(a)   The teacher understands regulations regarding copyright laws.

Standard 9 Professional Learning and Ethical Practice	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 candidates engage 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.*

Sources of Evidence

- Teacher candidate interviews
- Art Praxis scores
- MUST 385 syllabus

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

Knowledge

10(a)   The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.

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

Standard 10 Leadership and Collaboration	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 candidates understand appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners, and the unique relationships between the arts and their audiences.*

Sources of Evidence

- Donor's Choice assignment
- Art syllabus 110
- Multiple syllabi from MUST

Performance

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

10(b)   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 – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates promote the arts for the enhancement of the school, the community and society and creates art exhibits and performances that are appropriate for different audiences.*

Sources of Evidence

- ART syllabus 110
- Reflection on art class
- MUST syllabi 465 and 466

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

Knowledge

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

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

Standard 11 Safety and Management	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – *Syllabi, teacher candidate interviews, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates know the procedures for safely handling, operating, storing, and maintaining the tools and equipment*

appropriate to his or her arts discipline and understand the use and management of necessary performance and exhibit tools and equipment specific to his or her discipline.

Sources of Evidence

- Teacher candidate interview
- Art lesson plans
- Multiple MUST syllabi

Performance

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

11(b)   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 – Syllabi, teacher candidate interviews, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.

Sources of Evidence

- Teacher candidate interview
- MUST syllabi 385 and 386
- Etching lesson video

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	8		8	
Performance	5		5	

Areas for Consideration

- While there are no areas of improvement at the program level, there are areas in Standards 5 and 9 that would benefit from additional evidence.

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

☒   Approved

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

☐   Not Approved

IDAHO STANDARDS FOR MUSIC TEACHERS

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

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

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

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

Performance

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

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

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

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

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

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

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

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 **Analysis –** *A review of the candidate interviews, audio recordings, work samples, and lesson plans provide evidence that candidates demonstrate* understanding 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 *while addressing cultural differences and allowing for individual and group collaboration.*

Sources of Evidence

- Candidate interview
- Audio recordings
- MUS 445 lesson plans

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

Performance

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

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 **Analysis –** *A review of the candidate interviews, audio recordings, work samples, and lesson plans provide evidence that candidates are able to demonstrate how to apply music content knowledge in the following settings: general music, music theory, music technology, guitar, keyboard, and performing ensembles.*

Sources of Evidence

- Candidate interviews
- Audio recordings
- MUS 445 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.

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	■	■	■	■
Performance	2		2	

Areas for Consideration

- While there are no areas of improvement at the program level, there are areas in Standards 4 regarding connections to history and culture, responding to musical works, and varied repertoire of music that would benefit from additional evidence.

Recommended Action on Idaho Standards for Music Teachers

☒   Approved

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

☐   Not Approved

IDAHO STANDARDS FOR VISUAL ARTS TEACHERS

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

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

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

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

Knowledge

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

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

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

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

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

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi provide evidence that candidates demonstrate an adequate understanding of various media styles and techniques in multiple art forms, individual artist's styles and movements, elements and principles of art and art criticism, the creative process, and the value of visual arts.

Sources of Evidence

- Art 100 syllabus: World Art and Culture
- Art 110 syllabus: Integrated Art

- Drawing 1 syllabus

Performance

4(f)   The teacher applies a variety of media, styles, and techniques in multiple art forms.

4(g)   The teacher instructs students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works.

4(h)   The teacher applies the elements and principles of art and how they relate to art making and art criticism.

4(i)   The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product).

4(j)   The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *Syllabi, work samples, and lesson plans provide evidence that candidates can apply a variety of media, styles, and techniques in multiple art forms; instruct individual artist styles and understand historical and contemporary movements and cultural contexts of those works; apply the elements and principles of art and how they relate to art making and art criticism; and demonstrate how to use the creative process (brainstorm, research, rough sketch, final product).*

Sources of Evidence

- Printmaking lesson plans
- Art 100 syllabus: World Art and Culture
- Art syllabus 303: Contemporary Art and Theory

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Recommended Action on Idaho Standards for Visual Arts Teachers

☒   Approved

☐   Conditionally Approved
        ☐   Insufficient Evidence
        ☐   Lack of Completers
        ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS

Standard 1: 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(a)   The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.

1(b)   The teacher knows the target culture(s) in which the language is used.

1(c)   The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.

1(d)   The teacher knows the history, arts, and literature of the target culture(s).

1(e)   The teacher knows the current social, political, and economic realities of the countries related to the target language.

1(f)   The teacher understands how the U.S. culture perceives the target language and culture(s).

1(g)   The teacher understands how the U.S. is perceived by the target language culture(s).

1(h)   The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *The EPP provides sufficient evidence to demonstrate that the program is designed to meet Standard 1.1. Spanish and French language syllabi, including course and program requirement descriptors, candidate content language praxis scores, and course assignments including samples of content language midterms, provide evidence that candidates demonstrate an adequate understanding of 1a, 1b, 1c, 1d, 1e, 1f, 1g, and 1h.*

Sources of Evidence

- Spanish and French language requirements/catalogue descriptors
- Language content Praxis
- Language course content performance

Performance

1(i)   The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.

1(j)   The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.

1(k)   The teacher promotes the value and benefits of world language learning to students, educators, and the community.

1(l)   The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

1(m)   The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

1(n)   The teacher systematically incorporates culture into instruction.

1(o)   The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.

1(p)   The teacher encourages students to understand that culture and language are intrinsically tied.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – *The EPP provides sufficient evidence to demonstrate that the program is designed to meet Standard 1.2. Course syllabi for language, diversity, and methods; language syllabi; candidate lesson plans; candidate performance; and interviews conducted with the EPP diversity faculty and program candidates provide evidence that t candidates demonstrate an adequate performance of Standard 1. Interviews and evidence confirmed that the program offered "inclusive and culturally responsive pedagogy that built on the foundations addressing content areas." Multiple evidence sources support that candidates demonstrate an adequate performance of standard 1.2, specific performance indicators for 1a, 1b, 1c, 1d, 1e, 1f, 1g, and 1h. 1i, 1j, 1k, 1l, 1m, 1n, 1o, and 1p.*

Sources of Evidence

- Praxis for Spanish and French: language competency performance exam scores
- EPP interview; candidate interview
- Candidate lesson plans
- Course syllabi

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

2(a)   The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.

2(b)   The teacher understands that cultural knowledge is essential for the development of second language acquisition.

2(c)   The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.

2(d)   The teacher knows the methodologies and theories specific to second language acquisition.

2(e)   The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – The EPP provided sufficient evidence to meet Standard 2.1. Course syllabi, including required coursework, Spanish and French Praxis scores, and interviews with candidates are the primary sources of evidence for indicators 2a, 2b, 2c, 2d, and 2e. The evidence shows that candidates demonstrate an adequate understanding.

Sources of Evidence

- Course syllabi: 437 and 447; course assignments and lesson plans
- Content competency: Praxis
- Interview with candidates

Performance

2(f)   The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2(g)   The teacher integrates cultural knowledge into language instruction.

2(h)   The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

2(i)   The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.

2(j)   The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – *The EPP provided sufficient evidence to meet Standard 2.2. Lesson plans generated in the methods course and taught in the practicum, chapter reflections associated with the methods course, interviews with the Language teacher candidates are the primary sources of evidence for indicators 2f, 2g, 2h, 2i, and 2j. The evidence sources support that teacher candidates demonstrate performance of standard 2.2.*

Sources of Evidence

- Lesson plans
- Candidate interviews
- Chapter Reflections (CERs)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

3(a)   The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.

3(b)   The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *The EPP provides sufficient evidence for indicators for 3a and 3b that demonstrate the program is designed to meet Standard 3.1. Evidence includes interviews with the EPP diversity faculty, candidate interviews, and the methods syllabus. During the interview with the EPP diversity faculty, specific attention was brought to the Diversity Dialogue, a webinar that the faculty designed that was available to all UI students; this particular resource was referenced by all language teacher candidates as being purposeful. The aforementioned evidence sources support that candidates demonstrate an adequate understanding of 3.1.*

Sources of Evidence

- EPP interview: diversity dialogue, webinar, partnerships
- Candidate interview
- Secondary Methods syllabus

Performance

3(c)   The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.

3(d)   The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 3.2. Candidate interviews, practicum and practicum reflections, and lesson plans for Spanish and French provide evidence that candidates demonstrate performance of 3c and 3d.*

Sources of Evidence

- Lesson plans evidenced from Spanish and French
- Practicum 447
- Candidate interview

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

4(a)   The teacher understands that world languages methodologies continue to change in response to emerging research.

4(b)   The teacher understands instructional practices that balance content-focused and form-focused learning.

4(c)   The teacher knows instructional strategies that foster higher-level thinking skills such as critical- thinking and problem solving.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis –: The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 4.1. Course syllabi for the methods, required coursework including chapter reflections, and candidate lesson plans provide evidence that candidates demonstrate an adequate understanding of 4a, 4b, and 4c. The methods syllabus outlines a set of topics that includes instructional strategies to develop students' critical thinking, problem solving, and performance skills in teaching foreign language. The assigned chapter reflections support thought and understanding regarding teaching foreign language specific instructional strategies.

Sources of Evidence

- Lesson plans
- Chapter reflections from methods course
- Methods course syllabus

Performance

4(d)   The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.

4(e)   The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

4(f)   The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 4.2. Candidate interviews, chapter reflections, practicum reflection, and lesson plans provide evidence that candidates demonstrate performance of indicators 4d, 4e, and 4f.

Sources of Evidence

- Lesson plans
- Chapter reflections

- Practicum reflections
- Candidate interviews

Standard 5: Classroom Motivation and Management Skills - Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.

Knowledge

5(a)   The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.

5(b)   The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Standard 5 Classroom Motivation and Management Skills	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 5.1. Course syllabi, required coursework including the chapter reflections for the methods course, and the culturally inclusive classroom management plan provide evidence that candidates demonstrate an adequate understanding of indicators 5a and 5b.

Sources of Evidence

- Culturally inclusive classroom management plan from EDCI 302
- Syllabi: Methods and Teaching in a Diverse Society
- Chapter reflections

Performance

5(c)   The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

Standard 5 Classroom Motivation and Management Skills	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 5.2. Interviews with candidates and EPP diversity faculty, culturally inclusive

classroom management plans, and lesson plans constructed in the methods course and taught in the practicum provide evidence that candidates demonstrate performance of 5c.

Sources of Evidence

- Interviews: Candidates and EPP diversity faculty
- Lesson plans
- Culturally inclusive classroom management plans

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

6(a)   The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 6.1. Course syllabi for the methods course, required coursework assignments including the chapter reflections for the methods course, and interviews with candidates provide evidence that candidates demonstrate an adequate understanding of the indicator, extending and broadening of previously gained knowledge in order to communicate clearly in the target languages of French and Spanish.*

Sources of Evidence

- Candidate interviews
- Chapter reflection assignment
- Syllabus for Methods

Performance

6(b)   The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 6.2. Candidate interviews, practicum reflections, and lesson plans provide evidence that the candidate uses a variety of techniques to foster fluency within the target*

language. The interviews revealed that each candidate had adopted a specific technique modeled from a faculty member as a purposeful to accomplish indicator 6b.

Sources of Evidence

- Lesson plans
- Candidate interviews
- Practicum reflections

Standard 7: Instructional Planning Skills -The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

7(a)   The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

7(b)   The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.

7(c)   The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 7.1. Candidate interviews, practicum reflections, lesson plans, and course syllabi for the Methods class and for the Teaching in a Diverse Society class provide evidence that candidates demonstrate an adequate understanding of indicators 7a, 7b, and 7c.

Sources of Evidence

- Lesson plans
- Practicum reflections
- Candidate interviews
- Course syllabi: Methods and Teaching in a Diverse Society

Performance

7(d)   The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

7(e)   The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.

7(f)   The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 7.2. Candidate interviews, practicum reflections, lesson plans, and course syllabi for the Methods class and for the Teaching in a Diverse Society class provide evidence that candidates demonstrate an adequate understanding of indicators 7d, 7e, and 7f. The interviews revealed that each candidate had adopted a specific teaching technique modeled from a faculty member as a purposeful instructional strategy applied within the discipline. Each strategy identified in the interview was grounded in second language research-based practice.*

Sources of Evidence

- Lesson plans
- Practicum reflections
- Candidate interviews (one favorite activity)

Standard 8: Assessment of Student Learning -The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

8(a)   The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.

8(b)   The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.

8(c)   The teacher understands the importance of assessing the content and the form of communication.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 8.1. Methods course syllabus, required coursework including chapter reflections,*

candidate lesson plans, and candidate interviews, specifically about rubric construction and assessment design, provide evidence that candidates demonstrate an adequate understanding of indicators 8a, 8b, and 8c.

Sources of Evidence

- Methods syllabus
- Chapter reflections
- Candidate interviews (rubric discussion)
- Lesson plans

Performance

8(d)   The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.

8(e)   The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.

8(f)   The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

8(g)   The teacher appropriately assesses for both the content and form of communication.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 8.2. The practicum reflections that accompany the methods course and placement, coupled with candidate generated lesson plans involving speaking, reading, writing, and listening exercises in French and Spanish, and the assignments generated within the methods course, particularly the chapter reflections and the task of leading and evaluating the discussion, provide evidence that candidates demonstrate performance specifically on indicators 8d, 8e, 8f, and 8g.

Sources of Evidence

- Practicum reflection
- Lesson plans
- Chapter reflections

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

10(a)   The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

10(b)   The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.

10(c)   The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

10(d)   The teacher understands the effects of second language study on first language.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 10.1. Methods course syllabus, required coursework including chapter reflections and leading the discussion, and content encountered in the practicum reflections holistically revealed that program offered opportunity for candidates to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and their well-being. These sources provide evidence that candidates demonstrate an adequate understanding of indicators 10a, 10b, 10c, and 10d.

Sources of Evidence

- Methods syllabus
- Chapter discussion and discussion lead assignment
- Practicum reflections

Performance

10(e)   The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.

10(f)   The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.

10(g)   The teacher encourages students to participate in community experiences related to the target culture.

10(h)   The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 10.2. Candidate interviews, practicum reflections that accompany the methods course and placement, coupled with the assignments generated within the methods course provide evidence that candidates demonstrate performance of 10e, 10f, 10g, and 10h. During the interview, candidates also supplied evidence of traveling and teaching abroad. This particular experience is a high-impact practice that more fully shapes candidates and also supports the spirit of meeting Standard 10.*

Sources of Evidence

- Practicum reflection
- Candidate interviews
- Chapter reflections

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	9		9	
Performance	9		9	

Recommended Action on Idaho Standards for World Languages Teachers

☒   Approved

☐   Conditionally Approved
      ☐   Insufficient Evidence
      ☐   Lack of Completers
      ☐   New Program

☐   Not Approved

ADMINISTRATOR ENDORSEMENTS

IDAHO FOUNDATION STANDARDS FOR THE PREPARATION OF SCHOOL ADMINISTRATORS

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(a)   Understands the importance of eliciting feedback that measures the school and community perceptions.

1(b)   Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.

1(c)   Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.

1(d)   Understands methods for responding to conflict.

Standard 1 School Culture	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Knowledge standard 1: School Climate is acceptable with evidence in (a), (b), and (c). There are some gaps in evidence for this standard, with no evidence of (d) regarding methods of responding to conflict. Indicator (b) specifically references "a detailed school safety plan" which was not evident in any of the evidence provided.

Sources of Evidence

- EDAD 513 final exam paper (special education law)
- EDAD 535 rubric for School Budget Plan
- EDAD 598 School Internship Handbook
- EDAD 530 Law Handbook

Performance: The School Administrator:

1(e)   Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.

1(f)   Demonstrates ability to proactively engage staff in conflict resolution.

1(g)   Demonstrates ability to establish rules and related consequences designed to keep students safe.

1(h)   Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.

1(i)   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.

1(j)   Demonstrates ability to use data to monitor and improve school climate.

1(k)   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	X		

1.2 Analysis – All relevant evidence for this standard was tied to indicators (h), (i), (j), and (k). There was evidence in the ability to monitor and improve school climate, collaborate with staff and parents to embrace diversity, and the ability to monitor school climate with a staff survey. There was no evidence about conflict resolution, reflection on school climate data usage, or establishing rules and consequences to keep students safe.

Sources of Evidence

- EDAD 598 Principalship Internship presentation
- EDAD 528 Final Signature assignment
- EDAD 570 sample work
- EDAD 533 final paper

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:

2(a)   Understands the importance of making organizational decisions based upon the mission and vision of the school and district.

2(b)   Understands effective communication strategies.

2(c)   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		X	

2.1 Analysis – An understanding of using mission and vision to make organizational decisions is evident in multiple candidate assignments related to this standard. Culminating projects in many

classes engage candidates in reflecting on communication when leading through change and making data driven decisions. Additional evidence of all components 2(a) and (c) are found in course syllabi as outcomes for success.

Sources of Evidence

- EDAD 528 Signature paper
- EDAD 528 final paper rubric
- EDAD 533 & 534 syllabi
- EDAD 534 Personal Leadership Vision

Performance: The School Administrator:

2(d)   Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.

2(e)   Demonstrates ability to develop and facilitate a clear, timely communication plan across the school's departments to support effective and efficient school operations.

2(f)   Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.

2(g)   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		X	

2.2 Analysis –*Candidates show in comprehensive papers and portfolios their ability to communicate effectively. Utilizing school and district policies, candidates were able to articulate plans to engage stakeholders in multiple areas such as school finance, diverse student inclusion, and reflections on their own personal leadership vision. The reflection was supported with theory and research in many instances. In summative portfolios, candidates are able to show multiple forms of effective communication with both internal and external stakeholders.*

Sources of Evidence

- EDAD 598 Principalship Internship presentation
- EDAD 535 School Finance Final paper
- EDAD 534 Personal Leadership Vision paper

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:

3(a)   Understands the importance of inviting community input and using the input to inform decisions

3(b)   Understands cultural diversity and its importance in the schools learning community.

Standard 3 Advocacy	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *Engaging stakeholders is a difficult task, and maybe more difficult to try to project in the future for candidates. In this standard, the EPP provides evidence that candidates reflected on the importance of seeking community input, from students to school and district staff and the wider community. As candidates thought about advocacy, they also were able to reflect on the diversity in their communities inclusive of racial and ethnic diversity as well as academic diversity and poverty.*

Sources of Evidence

- EDAD 534/544 syllabi
- EDAD 534 weekly readings
- EDAD 533 mini-paper/final
- EDAD 598 Internship Handbook
- EDAD 570 final paper

Performance: The School Administrator:

3(c)   Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.

3(d)   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		X	

3.2 Analysis – *The EPP provides evidence that demonstrates as candidates designed plans for involving the community in school activities supporting teaching and learning, they reflected on opportunities for parents to participate with students with special needs and ways to encourage families of poverty and other underserved populations to increase engagement. Summative portfolios show evidence of community engagement activities within the internships that were successful and appropriate to performance in this standard.*

Sources of Evidence

- EDAD 513 student final paper
- EDAD 598 Director of Special Education & Principalship presentations
- EDAD 533 mini-paper/final

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:

4(a)   Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.

4(b)   Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.

4(c)   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		X	

4.1 Analysis – Shared leadership is vital to school administrators to allow for expanded growth among faculty and staff. Evidence for this standard was sufficient with the program designing opportunities for candidates to show their knowledge in multiple classes throughout the program. One piece of evidence showed the presence of Professional Learning Plans (PLP) or reflection on the importance of those plans as a requirement in the state of Idaho.

Sources of Evidence

- EDAD 528 final assignment
- EDAD 534 & 584 syllabi
- EDAD 584 Negotiations Agreement critique

Performance: The School Administrator:

4(d)   Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.

4(e)   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		X	

4.2 Analysis – Performance indicators for this standard are strong when candidates show the ability to created structured opportunities for instructional staff and others to expand leadership opportunities. Candidates were able to reflect on the prospect of encouraging and providing

feedback to future staff. Regarding the use of Professional Learning Plans, using the presentation given by this candidate as a model for future candidates in the program would be excellent.

Sources of Evidence

- EDAD 533 Philosophy of Inclusive Leadership paper
- EDAD 598 Director of Special Education Internship presentation
- EDAD 528 Negotiation assignment critique

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:

5(a)   Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.

5(b)   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.

5(c)   Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.

5(d)   Understands the importance of clear and consistent processes and systems to manage change.

5(e)   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		X	

5.1 Analysis – *Evidence of knowledge for this standard comes from syllabus objectives, weekly readings, papers, and rubrics. EPP faculty instruction along with research and reflection from candidates both show the importance of prioritizing teaching and learning as vital to the school culture. As candidates plan to set goals to improve school culture, there is also evidence of processes and systems to help manage change. Summative papers reference school, district, and state initiatives such as the School Improvement Plan.*

Sources of Evidence

- EDAD 533 Philosophy of Inclusive Leadership paper
- EDAD 534 weekly readings
- EDAD 534 syllabus
- EDAD 535 School Finance final paper & rubric

Performance: The School Administrator:

5(f)   Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.

5(g)   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		X	

5.2 Analysis – *Both theoretical and practical evidence are provided to demonstrate these performance standards. In both the Conceptual Framework and School Finance paper, candidates show action plans for leadership change management and the ability to articulate ideas for engaging stakeholders. In the summative Internship Presentations, artifacts show evidence of candidates doing some of these things throughout their clinical experiences.*

Sources of Evidence

- EDAD 598 Internship presentation examples
- EDAD 528 Conceptual Framework for Leading Change in Curriculum & Instruction
- EDAD 535 School Finance final paper

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Knowledge: The School Administrator:

6(a)   Understands emerging issues and trends impacting families, school, and community.

6(b)   Understands available resources in the community.

6(c)   Understands the value of transparency regarding decision making and the allocation of resources.

6(d)   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		X	

6.1 Analysis – *Evidence for indicators (a), (c), and (d), show candidates have access to knowledge regarding current issues and trends in education which impact families, school, and the community. It was harder to determine the knowledge candidates had about resources in the community (b). Overall, this standard is met with the evidence provided.*

Sources of Evidence

- EDAD 534 Documentary assignment
- EDAD 513 Final Student Sample (Special Education)
- EDAD 535 Budget Plans
- EDAD 533 Philosophy of Inclusive Leadership paper

Performance: The School Administrator:

6(e)   Provides rationale for decisions regarding the allocation of resources.

6(f)   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		X	

6.2 Analysis – Evidence for performance in this standard is met for all indicators. Signature assignments about budget and collaborative leadership show deep reflection for School Administrator candidates' future practice. The artifacts show use of the knowledge learned in courses and engaging with practicing administrators.

Sources of Evidence

- EDAD 535 Budget Plans
- EDAD 533 Philosophy of Inclusive Leadership paper
- EDAD 528 Conceptual Framework of Leading Curriculum and Instruction

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:

7(a)   Understands the roles of leadership.

7(b)   Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

7(c)   Understands the political, social, cultural, and economic systems and processes that support and impact education.

7(d)   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		X	

7.1 Analysis – *Knowledge of Standard 7 was shown in opportunities for candidates to engage in course work, interviews with practitioners, discussions with colleagues, and scholarly reading. It was clear in the syllabi for courses that EPP faculty planned for candidates to explore the impact of education and the systems and processes that support education in multiple contexts.*

Sources of Evidence

- EDAD 587 Superintendent Interview assignment
- EDAD 571 readings
- EDAD 509 discussion board examples
- EDAD 534 syllabus

Performance: The School Administrator:

7(e)   Creates and implements an individual professional learning plan.

7(f)   Enhances leadership skills through collaboration with colleagues and professional development.

7(g)   Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.

7(h)   Communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.

7(i)   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		X	

7.2 Analysis – *As a candidate in an educational leadership program, it is difficult to meet every single indicator about continuous improvement in school administration, as they have not even had the job yet. Candidate work shows some practical experience with these indicators as part of their clinical internship. Specifically, the Director of Special Education example showed multiple parts of how candidates use the Professional Learning Plan as required by the State of Idaho. Candidates were able to meet some of the collaboration indicators by working with candidate colleagues and engaging with practitioners in the field.*

Sources of Evidence

- EDAD 534 Final assignment-Inquiry
- EDAD 513 Student Sample Final (Special Education)
- EDAD 598 Director of Special Education and Principal Internship presentations

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Knowledge: The School Administrator:

8(a)   Understands operational policies and procedures.

8(b)   Understands human resources management.

8(c)   Understands sound fiscal operations principles and issues.

8(d)   Understands facilities maintenance and principles regarding use of space and educational suitability.

8(e)   Understands legal issues impacting personnel, management, and operations.

8(f)   Understands ethical frameworks and perspectives.

8(g)   Understands the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

8(h)   Understands policies and laws related to school and district.

Standard 8 Accountability	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – *This standard was supported by diverse pieces of evidence. Candidates from the EPP can show multiple ways in which they show understanding of human resources, legal and ethical frameworks, fiscal considerations, and operational policies and procedures. Candidates can gain knowledge through course materials and interactive discussion boards where they can reflect on their learning. Assignments and handbooks also show knowledge of the standards.*

Sources of Evidence

- EDAD 513 Discussion questions
- EDAD 584 Syllabus
- EDAD 595 Due Process assignment & Human Resources Protocols
- EDAD 535 Budget Plans
- EDAD 593 YouTube/video links
- EDAD 595 Non-Certified Graphic Organizer & Supplemental Contracts assignment
- EDAD 530 Law Handbook example

Performance: The School Administrator:

8(i)   Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.

8(j)   Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

Standard 8 Accountability	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – *Diversity in types of evidence is shown in this performance standard. Budgetary issues are shown in candidates' performance for this standard. In all of the selected evidence, candidates are crafting plans based on engagement with practitioners in the field and with course content. The artifacts are supported by research in most instances. In this standard, there is also a rigorous objective assessment in the form of a final exam where candidates have the opportunity to show knowledge and performance in one place.*

Sources of Evidence

- EDAD 584 Negotiation Scenarios & Responses
- EDAD 586 Building a Superintendent Budget
- EDAD 586 Final exam

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:

9(a)   Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

9(b)   Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.

9(c)   Understands student growth and development.

9(d)   Understands adult learning and professional development.

9(e)   Understands the change process for systems, organizations, and individuals.

9(f)   Understands the essential role of technology in education.

Standard 9 Innovation	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – *Finding innovative and creative solutions to problems within the limits of the law is a good skill for a school administrator. Candidates in this program have a variety of opportunities provided by faculty to gain knowledge in indicators (a), (b), (c), (d), and (e). It was less clear in the evidence how candidates gain knowledge in the essential roles of technology in the classroom (f). There was no provided evidence or triangulation in candidate interviews of the knowledge of how to best utilize technology in practice.*

Sources of Evidence

- EDAD 571 Student Sample Final (EL Learners)
- EDAD 594 Rubric
- EDAD 534 Weekly readings
- EDAD 594 Discussion questions
- EDAD 528 Signature assignment: Conceptual Framework for Curriculum and Instruction
- EDAD 534 Syllabus

Performance: The School Administrator:

9(g)   Provides opportunities for staff to utilize research based strategies to refine curriculum implementation and encourage purposeful innovation.

9(h)   Engages instructional staff in collaborative analysis to plan for continuous academic improvement.

9(i)   Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 9 Innovation	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – Candidates were able to demonstrate with their reflective writings how they would encourage purposeful innovation in a school setting. Often these reflections were more in the physical space of the classroom or facility rather than in innovative spaces, but showed some new ways of encouraging innovation.

Sources of Evidence

- EDAD 598 Director of Special Education Internship presentation
- EDAD 593 Bond Levy paper
- EDAD 593 Turf vs. Grass student paper
- EDAD 533 Inclusive Leadership student paper

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:

10(a)   Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

10(b)   Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.

10(c)   Understands the effective use of assessment and evaluation.

10(d)   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		X	

10.1 Analysis – *There are many opportunities for candidates to gain knowledge in Standard 10 and show an instructional vision. In this standard, candidates were able to show evidence of knowledge with formal research about school culture and instructional programs. Additionally, candidates were able to reflect on plans to make data-driven decisions regarding curriculum design. Candidates also were able to gain valuable practice in interrater reliability as part of the Danielson Evaluation System adopted by the state of Idaho for all educators.*

Sources of Evidence

- EDAD 570 Cumulative final assessment
- EDAD 594 Rubric
- EDAD 534 Principalship assessment rubric
- EDAD 595 Video Evidence Collection assignment
- EDAD 594 Master Coding assignment

Performance: The School Administrator:

10(e)   Provides time, space, and opportunities for instruction.

10(f)   Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

10(g)   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.

10(h)   Creates an action plan for instructional improvement designed to increase student achievement.

Standard 10 Instructional Vision	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – *Candidates in clinical internship experiences were able to show areas where they were working with P-12 educators and students to increase student achievement by aligning curricula. Candidates also were able to reflect on the current curricula in their own school systems to show horizontal and vertical alignment. Evidence for all of these components show a commitment to provide time and space for instruction.*

Sources of Evidence

- EDAD 598 Principalship Internship presentation
- EDAD 528 Conceptual Framework for Leading Change in Curriculum & Instruction
- EDAD 513 Final paper

Standard 11: High Expectations - The School Administrator sets high expectations for all students academically, behaviorally, and in all aspects of student well-being.

Knowledge: The School Administrator:

11(a) Understands the difference between, and the appropriate use of formative and summative assessments.

11(b) Understands the process for developing common formative benchmark assessments or rubrics.

11(c) Understands how to use data to guide student instruction and tiered intervention.

11(d) Understands how to identify at risk students.

11(e) Understands the laws and regulations associated with special student populations.

11(f) Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.

11(g) Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.

11(h) Understands various intervention strategies to be implemented to close achievement gaps.

11(i) Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.

11(j) Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.

11(k) 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		X	

11.1 Analysis – Candidates have a solid grasp on understanding laws and regulations associated with school populations. Evidence for identifying at-risk students and utilizing tiered instruction was evident in signature assignments. Knowledge was prevalent for indicators (a), (c), (d), (e), (f), (g), (h), (j), and (k). Harder to provide in a theoretical way for candidates is the sense of how to develop common formative assessments or rubrics (b), and how to monitor and document

instructional practices including behavioral supports (i). Evidence is sufficient for the overall knowledge part of this standard.

Sources of Evidence

- EDAD 598 Assessment rubric
- EDAD 528 Conceptual Framework for Leading Curriculum & Instruction
- EDAD 513 Final sample
- EDAD 513 Syllabus

Performance: The School Administrator:

11(l)   Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.

11(m) Has used observation and evaluation methods to supervise instructional personnel.

11(n)   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		X	

***11.2 Analysis** – Evidence for all performance indicators for Standard 11 was sufficient. Interviews with clinical supervisors shows some attention to mentoring candidates in evaluation and supervision so candidates can be successful in the field. Evidence in internship presentation portfolios shows an attention to the whole child and working collaboratively with school personnel to ensure success.*

Sources of Evidence

- EDAD 528 Final paper
- EDAD 570 Research
- EDAD 595 Master Coding assignment
- EDAD 598 Principal and Director of Special Education Internship presentation

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:

12(a)   Understands that the evaluation process is used to improve instructional practice.

12(b) Understands the use of multiple measures of student performance data to improve classroom instruction.

12(c) 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		X	

12.1 Analysis – *Evidence in signature assignment requirements and syllabi provide the knowledge for Standard 12. Candidates have the opportunity to learn about the evaluation process and how it can be used to inform instructional practice and use research to refine curriculum implementation.*

Sources of Evidence

- EDAD 528 Syllabus
- EDAD 598 Internship Handbook
- EDAD 594 Weekly readings
- EDAD 528 Signature assignment
- EDAD 598 Director of Special Education Internship presentation

Performance: The School Administrator:

12(d) 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.

12(e) Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.

12(f) Uses data to inform school wide professional development.

Standard 12 Continuous Improvement of Instruction	Unacceptable	Acceptable	Exemplary
12.2 Performance		X	

12.2 Analysis – *Evidence was sufficient for performance measures in this standard. Candidates were able to show collaboration with staff in clinical practice to engage in goal setting. While it is difficult for pre-service administrators to collect wide varieties of data, signature assignments in curriculum and instruction show theoretically what they would plan to do when they are in the*

administrative positions. Superintendent internship presentations showed evidence of using data to support school wide professional development.

Sources of Evidence

- EDAD 598 Superintendent Internship presentation
- EDAD 528 Signature assignment
- EDAD 513 Signature assignment

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Knowledge: The School Administrator:

13(a)   Understands laws and policies governing staff evaluation.

13(b)   Understands the Idaho adopted framework for teaching.

13(c)   Understands differentiated tools for evaluation of all staff.

13(d)   Understands effective instructional supervision, evaluation, and due process.

Standard 13 Evaluation	Unacceptable	Acceptable	Exemplary
13.1 Knowledge		X	

13.1 Analysis – There are multiple opportunities for candidates to engage with EPP faculty to understand the policies and laws governing staff evaluation and how to show compliance with said laws. Candidates are taught the Idaho state approved evaluation process authored by Charlotte Danielson. There is clear evidence to prove this knowledge standard is met.

Sources of Evidence

- EDAD 587 Syllabus
- EDAD 595 Danielson Book and resources
- EDAD 587 Lesson Plan Matrix

Performance: The School Administrator:

13(e)   Assesses all staff performance with accuracy and consistency.

13(f)   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		X	

13.2 Analysis – While it can be difficult for administrator candidates to show performance in supervision and evaluation, candidates were able to show this in a number of ways to meet this performance standard. Candidates were able to engage in some informal observations, walk-throughs, and evaluations as part of their clinical practice. Additionally, as part of a course, candidates were able to show inter-rater reliability when using the Danielson Framework with video examples. Evidence is sufficient to meet this standard.

Sources of Evidence

- EDAD 595 student work (domain 2/3)
- EDAD 595 Video Evidence Assignment
- EDAD 598 Internship presentations

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Knowledge: The School Administrator:

14(a)   Understands laws regarding highly qualified requirements for teachers.

14(b)   Understands laws and policies governing hiring and retaining personnel.

14(c)   Understands multiple interview strategies and techniques for hiring teachers.

14(d)   Understands the process and research based practices of mentoring.

Standard 14 Recruitment and Retention	Unacceptable	Acceptable	Exemplary
14.1 Knowledge		X	

14.1 Analysis – Evidence was provided to support all indicators in this standard. EPP faculty engage candidates in assignments and readings in courses to show understanding about the importance of hiring and retaining highly qualified staff.

Sources of Evidence

- EDAD 594 Syllabus
- EDAD 594 Weekly readings
- EDAD 595 Human Resource Protocols
- EDAD 598 Internship Handbook

Performance: The School Administrator:

14(e)   Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.

14(f)   Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.

14(g)   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		X	

14.2 Analysis – *Performance standard evidence is sufficient to meet Standard 14. Candidates are mentored through their clinical internship experiences by EPP faculty and clinical supervisors. They are afforded the opportunity to engage with practitioners in the field who also provide advice and mentoring. While this is harder to find in the evidence, it was expressed by interviews with both the candidate who was currently in the program and EPP faculty interviews. Candidates were able to engage in hiring practice in clinical partnerships as well.*

Sources of Evidence

- EDAD 598 Internship presentations
- EDAD 595 Human Resources Protocols
- EDAD 594 Case study

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	14	0	14	0
Performance	14	1	13	0

Areas for Consideration

- EPP showed no evidence of reflection on the appropriate use of technology beyond the tools needed to be an online student. While COVID-19 has pointed out an inequity issue in Idaho, school administrators still need to be able to reflect on the use of technology in a classroom and in an entire school.
- Discipline interventions beyond students with special needs and entire school safety plans were not present in the evidence provided. School administrators need the tools from their EPP programs to be effective leaders in the area of school safety. Additionally, in the area of conflict resolution, evidence was lacking.

Recommended Action on Idaho Foundation Standards for the Preparation of School Administrators

☒ Approved

☐ Conditionally Approved

  ☐ Insufficient Evidence
  ☐ Lack of Completers
  ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR SCHOOL SUPERINTENDENTS

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

1(a)   The superintendent understands the dynamics of systemic change within school districts.

1(b)   The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.

1(c)   The superintendent knows the breadth of P-12 curriculum and instructional programs.

1(d)   The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

1(e)   The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

1(f)   The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.

1(g)   The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.

1(h)   The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.

1(i)   The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.

1(j)   The superintendent knows the importance of district-wide policy development and effective implementation.

1(k)   The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

1(l)   The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

1(m)   The superintendent understands the importance of developing and fostering a productive relationship with the board.

1(n)   The superintendent understands importance of working effectively in the political environment at district, local, and state levels.

Standard 1 Superintendent Leadership	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Though this is a standard with a really large number of indicators, the EPP provided evidence in support of the standard, especially for indicators (b), (d), (e), (g), (i), (j), (k), (l), (m), and (n). Superintendent candidates are able to show their knowledge with personnel, policies, career development, facilities, instructional programming, and working in a variety of political environments.

Sources of Evidence

- EDAD 587 Syllabus
- EDAD 598 Internship Handbook
- EDAD 584 Interest Based Bargaining assignment
- EDAD 593 Funding Campaign assignment

Performance

1(o)   The superintendent promotes district-wide innovation and change through the application of a systems approach.

1(p)   The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.

1(q)   The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.

1(r)   The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.

1(s)   The superintendent advises the board of trustees on legal, ethical, and current educational issues and provides/encourages ongoing professional development.

1(t)   The superintendent works effectively within the organizational complexity of school districts.

1(u)   The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

1(v)   The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

Standard 1 Superintendent Leadership	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – *Performance on this standard is met through reflective practice utilizing the knowledge and with clinical experiences. Candidates are well-versed in laws and policies and the ethical necessity of following those. Candidates reflect on engaging stakeholders and building structures for future personnel to succeed and grow within their districts.*

Sources of Evidence

- EDAD 584 final exam
- EDAD 598 Internship presentations
- EDAD 587 Superintendent Student Entry Plan

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.

Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

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.

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

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

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	0	1	0

Areas for Improvement

- See the note above about reflection for Superintendent candidates in the clinical practice presentations.

Recommended Action on Idaho Standards for School Superintendents

☒   Approved

☐   Conditionally Approved
- ☐   Insufficient Evidence
- ☐   Lack of Completers
- ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR SPECIAL EDUCATION DIRECTORS

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.

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 School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge:

5(a)   The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.

5(b)   The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.

5(c)   The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.

5(d)   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 – There is sufficient evidence to show the performance indicators for this standard have been met. Artifacts demonstrate that candidates have opportunities to learn from EPP faculty, practitioners in the field, and theory within course work and clinical experiences.

Sources of Evidence

- EDAD 580 syllabus
- EDAD 598 course schedule
- EDAD 580 discussion board examples

Performance:

5(e)   The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.

5(f)   The special education director implements the special education processes and procedures required by federal, state and school district policies.

5(g)   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 sufficient evidence to show the performance indicators for this standard have been met. Candidates are able to articulate the best practices for working with students with special needs in theory and put them in to practice in internships. Collaboration across the school is evident in the Internship experiences.

Sources of Evidence

- EDUC 513 student final paper
- EDUC 580 final project
- EDUC 598 Director of Special Education Internship eresentation example

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:

10(a)   The special education director understands the concept and best practices of least restrictive environment.

10(b)   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.

10(c)   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 – *There is sufficient evidence to show the performance indicators for this standard have been met. Candidates have opportunities to engage with colleagues in discussion board in classes to show their understanding of LRE, transition plans, and collaboration across the school or district to meet the needs of students.*

Sources of Evidence

- EDAD 580 discussion board examples
- EDAD 580 required readings
- EDAD 580 and 598 syllabi

Performance:

10(d)   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.

10(e)   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 sufficient evidence to show the performance indicators for this standard have been met. Candidates are able to use knowledge to articulate best practices in least restrictive environment, IEPs, and collaboration across schools and districts to assist students with special needs in meeting goals.*

Sources of Evidence

- EDAD 580 final project
- EDAD 580 Characteristics of HPS Crosswalk
- EDAD 598 Director of Special Education Internship presentation

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

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:

12(a)   The special education director knows instructional and behavioral strategies for meeting the needs of special populations.

12(b)   The special education director knows how to plan, write, implement, and access Individual Education Programs.

12(c)   The special education director understands the role of assistive and adaptive technology and related services in instruction.

12(d)   The special education director understands community-based instruction and experiences for students.

12(e)   The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

12(f)   The special education director understands statewide assessment policies.

Standard 12 Continuous Improvement of Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
12.1 Knowledge		X	

12.1 Analysis – *Syllabi, activities in class, and required readings are evidence this standard has been met. Candidates have the opportunity to learn about implementing IEPs, community-based instruction, and using data to determine instructional needs.*

Sources of Evidence

- EDAD 580 discussion board examples
- EDAD 580 required readings
- EDAD 580 and 598 syllabi

Performance:

12(g)   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.

12(h)   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.

12(i)   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 sufficient evidence to show the performance indicators for this standard have been met. Candidates have a firm grasp on federal and state requirements and how to assist and support faculty and staff to meet the needs of students with special needs.*

Sources of Evidence

- EDAD 580 final project
- EDAD 580 Characteristics of HPS Crosswalk
- EDAD 598 Director of Special Education Internship presentation

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	3	0	3	0
Performance	3	0	3	0

Recommended Action on Idaho Standards for Special Education Directors

☒	Approved

☐	Conditionally Approved

    ☐	Insufficient Evidence
    ☐	Lack of Completers
    ☐	New Program

☐	Not Approved