

**STATE TEAM REPORT**  
**Boise State University**  
**March 5-8, 2016**

**ON-SITE STATE TEAM:**

Amy Cox Chair, Ken Cox, Co-Chair

Meghan Fay-Olswagner

Esther Henry

Rick Jordan

Paula Kellerer

Ralph Kern

Karla LaOrange

Micah Lauer

Alissa Metzler

Lori Sanchez

Gary Slee

Heather VanMullem

---

Professional Standards Commission  
Idaho State Board of Education

**STATE OBSERVERS:**

Lisa Colón

Annette Schwab

## TABLE OF CONTENTS

<a href="#">Introduction</a>	4
<a href="#">Program Approval Recommendations</a>	5
<a href="#">Idaho Core Teacher Standards</a>	7
<a href="#">Bilingual/English as a New Language</a>	25
<a href="#">Blended Early Childhood/Early Childhood Special Education</a>	36
<a href="#">Computer Science</a>	47
<a href="#">Elementary Education</a>	56
<a href="#">Engineering</a>	63
<a href="#">English Language Arts</a>	74
<a href="#">Mathematics</a>	80
<a href="#">Mathematics Consulting Teacher</a>	87
<a href="#">Music</a>	96
<a href="#">Online Teacher</a>	99
<a href="#">Physical Education</a>	107
<a href="#">Reading/Literacy</a>	115
<a href="#">Science (Foundation Standards)</a>	122
<a href="#">Biology</a>	130
<a href="#">Chemistry</a>	132
<a href="#">Earth and Space Science</a>	135
<a href="#">Physics</a>	137
<a href="#">School Administrators</a>	139
<a href="#">School Superintendent</a>	148

<a href="#">Social Studies (Foundation Standards)</a>	151
<a href="#">Economics</a>	154
<a href="#">Government and Civics</a>	156
<a href="#">History</a>	158
<a href="#">Special Education Generalists</a>	160
<a href="#">Visual and Performing Arts (Foundation Standards)</a>	172
<a href="#">Drama</a>	179
<a href="#">Visual Arts</a>	182
<a href="#">World Languages (French, German, and Spanish)</a>	184
<a href="#">Interview Participants</a>	196

## **INTRODUCTION**

Boise State University is a public research institution founded in 1932 by the Episcopal Church, it became an independent junior college in 1934, and has been awarding baccalaureate and master's degrees since 1965. With nearly 23,000 students. Boise State offers 201 degrees in 190 fields of study and has more than 100 graduate programs, including the MBA and MAcc programs in the College of Business and Economics; Masters, PhD, and EdD programs in the Colleges of Engineering, Arts & Sciences, and Education; and PhD and MPA programs in the School of Public Service.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Boise State University meet state standards for initial certification. The review was conducted by a thirteen 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. Core standards as well as individual program foundation and enhancement standards were reviewed. Core standards and program foundation standards are not subject to approval.

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. These evidences included but were not limited to: course syllabi, class assignment descriptions, assignment grading rubrics, candidate evaluations and letters of support, additional evaluations both formal and informal, program course requirement lists, actual class assignments, Praxis II test results, and electronic portfolio entry evidence. Some observations of candidates teaching through PreK-12 site visits and video presentations were also used. In addition to this documentation, team members conducted interviews with candidates, completers, college administrators, college faculty, PreK-12 principals and cooperating teachers.

To assist the reader, the report includes language recommended by the Council for the Accreditation of Educator Preparation, a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

*Candidate* – a student enrolled at an Idaho university

*Student* – an individual enrolled in an Idaho PreK-12 public school

*Unit* – the institution's teacher preparation program

*CAEP* - Council for the Accreditation of Educator Preparation

**Program Approval Recommendations**

<u>Program</u>	<u>Approved</u>	<u>Conditionally Approved</u>	<u>Not Approved</u>	<u>Notes</u> (See program rubric section for more specifics regarding recommendations.)
Core Standards				Core standards are individually reviewed but are not subject to approval
Bilingual/ English as a New Language	X			
Blended Early Childhood	X			
Computer Science		X		Recommendation for conditional approval due to lack of completers
Elementary Education	X			
Engineering		X		Recommendation for conditional approval due to lack of completers
English	X			
Mathematics	X			
Mathematics Consulting Teacher			X	Recommendation for not approved based on evidence not meeting the Teacher Leader Standards
Music	X			
Online Teacher	X			
Physical Education	X			
Reading/ Literacy	X			

Science Foundation				Foundation standards are individually reviewed but not approved
Biology	X			
Earth and Space Science	X			
Chemistry	X			
Physics	X			
School Administrator	X			
School Superintendent		X		Recommendation for conditional approval due to lack of completers
Social Studies Foundation				Foundation standards are individually reviewed but not approved
Economics	X			
Government and Civics	X			
History	X			
Special Education Generalist	X			
Visual and Performing Arts Foundation				Foundation standards are individually reviewed but not approved
Drama	X			
Visual Arts	X			
World Languages	X			

**Rubrics for the Idaho Core Teacher Standards**

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric 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. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

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

***Knowledge***

1. *The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.*
2. *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.*
3. *The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.*
4. *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.*

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Learner Development</b>		<b>X</b>	

- 1.1** Syllabi, coursework, the S-PAT, and professional year assessment scores provide evidence that teacher candidates demonstrate adequate knowledge of how students learn and develop.

**Performance**

1. *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.*
2. *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.*
3. *The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Learner Development</b>		<b>X</b>	

- 1.2** Coursework, portfolios, S-PAT instructional units, and professional year assessment scores provide evidence that teacher candidates create learning experiences that make the content taught meaningful to students.

**Disposition**

1. *The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development*
2. *The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.*
3. *The teacher takes responsibility for promoting learners’ growth and development.*
4. *The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.*

Element	Unacceptable	Acceptable	Target
<b>1.3 Disposition Learner Development</b>		<b>X</b>	

- 1.3** Coursework, the S-PAT, and candidate interviews provide evidence that teacher candidates have the disposition to understand and create learning experiences for learner development.

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

**Knowledge**

1. *The 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. *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.*
3. *The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.*
4. *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.*
5. *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.*

Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge Learning Differences</b>		<b>X</b>	

**2.1** Syllabi, coursework, and the S-PAT provide evidence that teacher candidates in the traditional programs demonstrate adequate knowledge of learning differences. However, IDo Teach programs provide little evidence of purposeful effort to systematically train teacher candidates to demonstrate adequate knowledge of learning differences.

**Performance**

1. *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. *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.*
3. *The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.*
4. *The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.*
5. *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.*
6. *The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.*

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Learning Differences</b>	<b>X</b>		

**2.2** Evidence that documents candidate growth throughout programs would strengthen this element. Candidate and cooperating teacher interviews revealed concern about inconsistent preparation of

candidates across programs to work with ELL students. An additional area noted for improvement is systematic, purposeful field experience placements.

**Disposition**

1. *The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.*
2. *The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.*
3. *The teacher makes learners feel valued and helps them learn to value each other.*
4. *The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.*

Element	Unacceptable	Acceptable	Target
<b>2.3 Disposition Learning Differences</b>		X	

- 2.3 Candidate interviews, professional year assessment scores, and candidate reflection provide evidence that teacher candidates have the disposition to understand and accommodate learning differences.

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

**Knowledge**

1. *The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.*
2. *The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.*
3. *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.*
4. *The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.*
5. *The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.*

Element	Unacceptable	Acceptable	Target
<b>3.1 Knowledge Learning Environments</b>		X	

**3.1** Syllabi, coursework, and candidate portfolios provide evidence that teacher candidates demonstrate adequate knowledge of learning environments.

**Performance**

1. *The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.*
2. *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. *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.*
4. *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.*
5. *The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.*
6. *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.*
7. *The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.*
8. *The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Learning Environments</b>		<b>X</b>	

**3.2** The S-PAT, professional year assessment scores, professional logs, and candidate portfolios provide evidence that teacher candidates demonstrate adequate ability to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Disposition**

1. *The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.*
2. *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. *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.*
4. *The teacher seeks to foster respectful communication among all members of the learning community.*
5. *The teacher is a thoughtful and responsive listener and observer.*

Element	Unacceptable	Acceptable	Target

<b>3.3 Disposition Learning Environments</b>		X	
--	--	---	--

**3.3** Candidate interviews, professional year assessment scores, candidate reflection, and candidate portfolios provide evidence that teacher candidates have the disposition to understand and create individual and collaborative learning environments.

**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**

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

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>4.1 Knowledge Content Knowledge</b>		X	

**4.1** Praxis II exam scores, GPA information, and the S-PAT provide evidence that teacher candidates demonstrate adequate content knowledge.

**Performance**

- 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.*
- 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.*
- The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.*
- The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.*
- The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.*

6. *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.*
7. *The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.*
8. *The teacher creates opportunities for students to learn, practice, and master academic language in their content.*
9. *The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.*

Element	Unacceptable	Acceptable	Target
<b>4.2 Performance Content Knowledge</b>		X	

**4.2** Professional year assessment scores, formative observations, and the S-PAT provide evidence that teacher candidates demonstrate adequate ability to teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content.

**Disposition**

- 1. 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.*
- 2. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.*
- 3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.*
- 4. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.*

Element	Unacceptable	Acceptable	Target
<b>4.3 Disposition Content Knowledge</b>		X	

**4.3** Candidate interviews, candidate reflection, and coursework provide evidence that teacher candidates have the disposition to understand and work toward each learner's mastery of disciplinary content and skills.

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

**Knowledge**

- 1. The teacher understands the 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.*
- 2. 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.*
- 3. 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.*
- 4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.*

5. *The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.*
6. *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.*
7. *The teacher understands creative thinking processes and how to engage learners in producing original work.*
8. *The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.*

Element	Unacceptable	Acceptable	Target
<b>5.1 Knowledge Application of Content</b>		<b>X</b>	

**5.1** Syllabi, the S-PAT, and coursework provide evidence that teacher candidates demonstrate adequate application of content.

***Performance***

1. *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).*
2. *The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).*
3. *The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.*
4. *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. *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.*
6. *The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.*
7. *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.*
8. *The teacher develops and implements supports for learner literacy development across content areas.*

Element	Unacceptable	Acceptable	Target
<b>5.2 Performance Application of Content</b>		<b>X</b>	

5.2 The S-PAT, candidate interviews, formative observations, and professional year assessment scores provide evidence that teacher candidates demonstrate adequate ability to engage learners in critical thinking, creativity, and collaborative problem solving.

**Disposition**

1. *The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.*
2. *The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.*
3. *The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.*

Element	Unacceptable	Acceptable	Target
<b>5.3 Disposition Application of Content</b>		X	

5.3 Candidate interviews, candidate portfolios, and the S-PAT provide evidence that teacher candidates have the disposition to understand and use disciplinary knowledge to enhance student learning.

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

**Knowledge**

1. *The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.*
2. *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.*
3. *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.*
4. *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.*
5. *The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.*
6. *The teacher knows when and how to evaluate and report learner progress against standards.*
7. *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.*

Element	Unacceptable	Acceptable	Target
<b>6.1 Knowledge Assessment</b>		X	



**6.1** Syllabi, seminar content, coursework, and the S-PAT provide evidence that teacher candidates demonstrate adequate understanding of assessment.

**Performance**

1. *The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.*
2. *The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.*
3. *The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.*
4. *The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.*
5. *The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.*
6. *The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.*
7. *The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.*
8. *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.*
9. *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.*

Element	Unacceptable	Acceptable	Target
<b>6.2 Performance Assessment</b>		<b>X</b>	

**6.2** Professional year assessment scores, S-PAT assessment analysis, and S-PAT instructional units provide evidence that teacher candidates demonstrate adequate ability 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.

**Disposition**

1. *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.*
2. *The teacher takes responsibility for aligning instruction and assessment with learning goals.*
3. *The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.*
4. *The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.*
5. *The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.*

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

Element	Unacceptable	Acceptable	Target
<b>6.3 Disposition Assessment</b>		X	

6.3 Candidate interviews, the S-PAT, candidate reflections, and case studies provide evidence that teacher candidates have the disposition to understand and utilize assessments to promote learner growth.

**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**

- The teacher understands content and content standards and how these are organized in the curriculum.*
- The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.*
- The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.*
- The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.*
- 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.*
- The teacher knows when and how to adjust plans based on assessment information and learner responses.*
- 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).*

Element	Unacceptable	Acceptable	Target
<b>7.1 Knowledge Instructional Planning Skills</b>		X	

7.1 S-PAT instructional units, candidate interviews, cooperating teacher interviews, and coursework provide evidence that teacher candidates demonstrate adequate understanding of instructional planning skills.

**Performance**

- The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.*

2. *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.*
3. *The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.*
4. *The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.*
5. *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.*
6. *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.*

Element	Unacceptable	Acceptable	Target
<b>7.2 Performance Instructional Planning Skills</b>		<b>X</b>	

**7.2** S-PAT instructional units, candidate interviews, cooperating teacher interviews, and professional year assessment scores provide evidence that teacher candidates demonstrate adequate ability to plan instruction.

**Disposition**

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

Element	Unacceptable	Acceptable	Target
<b>7.3 Disposition Instructional Planning Skills</b>		<b>X</b>	

**7.3** Candidate interviews, mentor teacher interviews, use of IPLP’s, and S-PAT instructional units provide evidence that teacher candidates have the disposition to understand and develop effective instruction.

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

**Knowledge**

1. *The teacher understands 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.*
2. *The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.*
3. *The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.*
4. *The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.*
5. *The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.*
6. *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.*

Element	Unacceptable	Acceptable	Target
<b>8.1 Knowledge Instructional Strategies</b>		X	

**8.1** Syllabi, coursework, and seminars provide evidence that candidates demonstrate adequate understanding of instructional strategies.

**Performance**

1. *The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.*
2. *The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.*
3. *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.*
4. *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.*
5. *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.*
6. *The teacher engages all learners in developing higher order questioning skills and metacognitive processes.*
7. *The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.*
8. *The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.*
9. *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).*

Element	Unacceptable	Acceptable	Target

<b>8.2 Performance Instructional Strategies</b>		X	
---	--	---	--

**8.2** S-PAT instructional units, professional year assessment scores, and formative observations provide evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

**Disposition**

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

Element	Unacceptable	Acceptable	Target
<b>8.3 Disposition Instructional Strategies</b>		X	

**8.3** Candidate interviews, mentor teacher interviews, and formative observations provide evidence that teacher candidates have the disposition to understand and develop instructional strategies.

**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**

- 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.*
- The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.*
- 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.*
- 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).*
- 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.*

Element	Unacceptable	Acceptable	Target
<b>9.1 Knowledge Professional Learning and Ethical Practice</b>		X	

**9.1** Syllabi, required coursework, use of IPLP’s, and candidate interviews provide evidence that teacher candidates demonstrate adequate understanding of professional learning and ethical practice.

**Performance**

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

Element	Unacceptable	Acceptable	Target
<b>9.2 Performance Professional Learning and Ethical Practice</b>		X	

**9.2** Use of IPLP’s, professional logs, professional year assessment scores, portfolios, and the S-PAT provide evidence that teacher candidates demonstrate adequate ability to engage in ongoing professional learning and continual evaluation of practice. Candidate and mentor teacher interviews provide evidence that reflection appears strong across programs.

**Disposition**

- The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.*
- 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.*
- 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.*

4. *The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.*

Element	Unacceptable	Acceptable	Target
<b>9.3 Disposition Professional Learning and Ethical Practice</b>		X	

- 9.3** Candidate interviews, principal interviews, use of IPLP’s, and candidate reflections provide evidence that teacher candidates have the disposition to understand and develop professional learning and ethical practice.

**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**

- 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.*
- 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.*
- 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.*
- The teacher knows how to contribute to a common culture that supports high expectations for student learning.*

Element	Unacceptable	Acceptable	Target
<b>10.1 Knowledge Leadership and Collaboration</b>		X	

- 10.1** Syllabi, coursework, portfolios, candidate interviews, and mentor teacher feedback provide evidence that teacher candidates demonstrate adequate understanding of leadership and collaboration.

**Performance**

- 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.*
- The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.*
- 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.*

4. *The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.*
5. *Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.*
6. *The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.*
7. *The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.*
8. *The teacher uses and generates meaningful research on education issues and policies.*
9. *The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.*
10. *The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.*
11. *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.*

Element	Unacceptable	Acceptable	Target
<b>10.2 Performance Leadership and Collaboration</b>		X	

**10.2** Use of IPLP’s, professional year assessment scores, professional logs, and candidate and mentor teacher interviews provide evidence that teacher candidates demonstrate adequate ability to seek appropriate leadership roles and opportunities and collaborate with learners, families, colleagues, and other school professionals to facilitate learner growth.

**Disposition**

1. *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.*
2. *The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.*
3. *The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.*
4. *The teacher takes responsibility for contributing to and advancing the profession.*
5. *The teacher embraces the challenge of continuous improvement and change.*

Element	Unacceptable	Acceptable	Target
<b>10.3 Disposition Leadership and Collaboration</b>		X	

**10.3** Candidate interviews, principal interviews, use of IPLP’s, candidate reflections, and professional logs provide evidence that teacher candidates have the disposition to understand and develop leadership and collaboration skills.



**Rubrics for the Idaho Standards for Bilingual Education  
and ENL (English as a New Language) Teachers**

**State Program Approval Rubric for Teacher Preparation Programs**

**Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

***Knowledge***

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

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Understanding Subject Matter</b>		X	

**1.1** Review of multiple course syllabi (ED 511, ED LLC 503, ED LTCY 548, ED LLC 502, BL ESL 508) show the program provides evidence that teacher candidates demonstrate adequate knowledge of understanding subject matter.

**Performance**

- (Bilingual only) The teacher articulates in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.*
- (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.*
- 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.*
- 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.*
- The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		X	

**1.2** Candidate papers, Praxis II Scores, as well as interviews of program completers and employers shows the program provides evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

**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**

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

Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge Understanding how Students Learn and Develop</b>		X	

2.1 Multiple syllabi review (ED BL ESL 200, ED LLC 501, BL ESL 503) and corresponding course calendars indicate the program provides evidence that teacher candidates demonstrate adequate knowledge of how students learn and develop.

**Performance**

1. *The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.*
2. *The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.*
3. *The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.*
4. *The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.*

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Provide Opportunities for Development</b>		X	

2.2 Clinical year documentation, completer and candidate interviews, and candidate papers show the program provides evidence that teacher candidates demonstrate an adequate ability to provide opportunities for development.

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

**Knowledge**

1. *The teacher understands the nuances of culture in structuring academic experiences.*
2. *The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).*
3. *The teacher understands there is a distinction between learning disabilities/giftedness and second language development.*
4. *The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.*

Element	Unacceptable	Acceptable	Target
<b>3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning</b>		X	

3.1 Syllabi, lesson plan review, and completer observation shows the program provides evidence that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

**Performance**

1. *The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.*
2. *The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.*
3. *The teacher collaborates with other area specialists to distinguishes between issues of learning disabilities/giftedness and second language development.*
4. *The teacher provides appropriate accommodations that allow students to access academic content.*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Accommodating Individual Learning Needs</b>		X	

3.2 Clinical year documentation, completer and candidate interviews, and candidate papers show the program provides evidence that teacher candidates demonstrate an adequate ability to accommodate individual learning needs.

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

**Knowledge**

1. *The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.*
2. *The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.*

Element	Unacceptable	Acceptable	Target
<b>4.1 Knowledge Understanding and Using a Variety of Instructional Strategies</b>		X	

4.1 Syllabi review and completer/employer/mentor interviews shows there is enough evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies. Knowledge evidence could be strengthened with more documentation.

**Performance**

1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.
2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Element	Unacceptable	Acceptable	Target
<b>4.2 Performance Understanding and Using a Variety of Instructional Strategies</b>		X	

4.2 Clinical year documentation, completer observation, as well as interviews with employers show the program provides evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

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

**Knowledge**

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

Element	Unacceptable	Acceptable	Target
<b>5.1 Knowledge Understanding of Classroom Motivation and Management Skills</b>		X	

5.1 Syllabi review (ED LLC 200, ED LLC 501) and clinical year documentation shows the program provides evidence that teacher candidates demonstrate an adequate understanding of classroom motivation and management skills.

**Performance**

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

Element	Unacceptable	Acceptable	Target
<b>5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.</b>		X	

5.2 Clinical year documentation from candidates’ professional year, candidate observation, as well as interviews with employers shows the program provides evidence that teacher candidates demonstrate an adequate ability to create 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 inquiry, collaboration, and supportive interaction in and beyond the classroom.**

**Knowledge**

1. *The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.*
2. *The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.*
3. *The teacher understands the extent of time and effort required for language acquisition.*

Element	Unacceptable	Acceptable	Target
<b>6.1 Knowledge Understanding of a Variety of Communication Techniques</b>		X	

6.1 Syllabi review (ED LLC 331, ED LLC 300) and a completer interview show the program provides enough evidence that teacher candidates demonstrate an adequate understanding of a variety of communication techniques. Knowledge evidence could be strengthened with more documentation.

**Performance**

1. *The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.*
2. *The teacher uses active and interactive activities that promote proficiency in the four domains of language.*
3. *The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.*

Element	Unacceptable	Acceptable	Target
<b>6.2 Performance Using a Variety of Communication Techniques</b>		X	

**6.2** Syllabi review, candidate performance year documentation, and employer interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

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

**Knowledge**

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

Element	Unacceptable	Acceptable	Target
<b>7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals</b>		X	

**7.1** PY documentation, a completer interview, and mentor teacher interviews indicate the program provides evidence that teacher candidates demonstrate an adequate knowledge of instructional planning skills in connection with knowledge of subject matter and curriculum goals.

**Performance**

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

Element	Unacceptable	Acceptable	Target
<b>7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts</b>		<b>X</b>	

**7.2** Clinical year performance along with interviews with a completer, employers, and mentor teachers show the program provides evidence that teacher candidates demonstrate an adequate ability to plan in connection with students' needs and community contexts.

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

**Knowledge**

1. *The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.*
2. *(Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.*
3. *(ENL only) The teacher understands how to measure the level of English language proficiency.*
4. *The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.*
5. *The teacher is familiar with the state English language proficiency assessment.*
6. *The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.*
7. *The teacher understands appropriate accommodations for language learners being tested in the content areas.*
8. *The teacher understands how to use data to make informed decisions about program effectiveness.*

Element	Unacceptable	Acceptable	Target
<b>8.1 Knowledge Assessment of Student Learning</b>		<b>X</b>	

**8.1** Syllabi review (ED LLC 331), an instructor interview, and resources used for instruction show the program provides evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning. As is noted in the rationale of evidence, Idaho is early in the adoption process of the WIDA ACCESS English language proficiency assessment; therefore, additional information will be forthcoming as additional training is provided to the state and all educators in the future.



**Performance**

1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.
2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.
3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.
4. The teacher uses appropriate accommodations for language learners being tested in the content areas.
5. The teacher uses data to make informed decisions about program effectiveness.

Element	Unacceptable	Acceptable	Target
<b>8.2 Performance Using and Interpreting Program and Student Assessment Strategies</b>		<b>X</b>	

**8.2** Clinical year documentation review along with employer and mentor teacher interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

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

**Knowledge**

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

Element	Unacceptable	Acceptable	Target
<b>9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners</b>		<b>X</b>	

**9.1** Syllabi (ED LLC 305), lesson plans, and additional course requirements/documents (ED-LLC 460) show the program provides evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

**Performance**

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

Element	Unacceptable	Acceptable	Target
<b>9.2 Performance</b> <b>Continuously Engages in Purposeful Mastery of the Art and Science of Teaching</b>		<b>X</b>	

**9.2** Professional log documentation, completer interviews/observation, and professional year documentation show the program provides evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

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

**Knowledge**

1. *The teacher understands the benefits of family and community involvement in students’ linguistic, academic, and social development.*
2. *The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.*

Element	Unacceptable	Acceptable	Target
<b>10.1 Knowledge</b> <b>Interacting in a Professional, Effective Manner</b>			<b>X</b>

**10.1** Syllabi (ED LLC 507, ED LLC 33) and field guide review (ED LLC 460/461/462) show the program provides evidence that teacher candidates demonstrate an in-depth knowledge of how to interact in a professional, effective manner. The program is to be commended that that there is an entire course devoted to the importance of content of this standard.

**Performance**

1. *The teacher creates family and community partnerships that promote students’ linguistic, academic, and social development.*
2. *The teacher collaborates with colleagues to promote opportunities for language learners.*
3. *The teacher assists other educators and students in promoting cultural respect and validation of students’ and families’ diverse backgrounds and experiences.*

Element	Unacceptable	Acceptable	Target
<b>10.2 Performance</b> <b>Continuously Engages</b> <b>in Purposeful Mastery</b> <b>of the Art and Science</b> <b>of Teaching</b>		X	

**10.2** Clinical year documentation, completer interviews, and community partnership interviews show the program provides evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

**Areas for Improvement:**

The option of obtaining an ENL endorsement alone, not tied with an expectation of receiving a bilingual endorsement, was just recently added to the course catalogue. The department is listening to the community, employers, and partners to offer and promote the ENL endorsement for all teachers in order to meet the needs of English language learners. Mentor teacher interviews documented that candidates were so well informed in WIDA assessments and standards that the candidates are serving as advocates and teaching their in-service colleagues and what they have learned.

**Recommended Action on English as a New Language:**

- Approved
- Approved Conditionally
- Not Approved

**Rubrics for the Idaho Standards for Blended Early Childhood Education/  
Early Childhood Special Education Teachers**

**State Program Approval Rubric for Teacher Preparation Programs**

**Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

**Knowledge**

1. *The educator knows how young children integrate domains of development (language, cognition, social-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, and movement).*
2. *The educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in NAEYC Licensure and DEC Personnel Standards.*
3. *The educator understands the process of self-regulation that assists young children to identify and cope with emotions.*
4. *The educator understands language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.*
5. *The educator understands the elements of play and how play assists children in learning.*
6. *The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.*
7. *The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.*
8. *The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).*

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

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Understanding Subject Matter</b>		X	

**1.1** Review of syllabi, assigned readings, creation of an integrated center, implementation of the center in a practicum setting, presentation of center to other teacher candidates, rubrics associated with assignments, outcome activity matrix, task analysis, discussion boards, review of the Harvard Center, and S-PAT samples provide evidence teacher candidates demonstrate in-depth knowledge and understanding of content areas appropriate to young children. Samples are augmented by interviews with cooperating teachers and Praxis II results. Evidence includes a variety of approaches to content areas.

**Performance**

- The educator demonstrates the application of theories and educational models in early childhood education and special education practices.*
- The educator applies fundamental knowledge of 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.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		X	

**1.2** Assigned readings, quizzes, concept maps, and in-class theory activities demonstrate candidates understand the central concepts, structures of a given discipline, and application of theories, including the tools of inquiry, to create developmentally appropriate learning experiences that make these aspects of subject matter meaningful for students.

**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**

- The educator knows that family systems are inextricably tied to child development.*
- The educator understands the typical and atypical development of infants’ and young children’s attachments and relationships with primary caregivers.*
- The educator understands how learning occurs and that young children’s development influences learning and instructional decisions.*

4. *The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children’s development and learning.*
5. *The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.*

Element	Unacceptable	Acceptable	Target
<b>2.1 Performance Human Development and Learning</b>		<b>X</b>	

**2.1** Interviews of mentor teachers and faculty, analysis case study responses, review of syllabi and course assignments that included discussion boards, quizzes, and teacher candidate generated IEP goals, and concept maps, provide evidence that teacher candidates demonstrate an ability to use resources and learning activities, and develop curriculum goals that support the intellectual, social, and personal development of young children.

**Performance**

1. *The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children’s development and learning.*
2. *The educator addresses the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.*

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Provide Opportunities for Development</b>		<b>X</b>	

**2.2** Observation of teacher candidates in natural settings, interviews of faculty and mentor teachers, analysis of teacher candidate created presentations for expectant mothers regarding pre-, peri-, and postnatal development factors, strategies for inclusion, and reviewing course reading assignments provide evidence that teacher candidates demonstrate adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practices in a classroom setting.

**Standard 3: Adapting 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.**

**Knowledge**

1. *The educator knows aspects of medical care for premature development, low birth weight, young children who are medically fragile, and children with special health care needs, and knows the*

*concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.*

2. *The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.*
3. *The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.*
4. *The educator knows how to access information regarding specific children’s needs and disability-related issues (e.g. medical, support, and service delivery).*

Element	Unacceptable	Acceptable	Target
<b>3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning</b>		<b>X</b>	

**3.1** Teacher candidates develop activity plans and embedding plans that demonstrate their ability to adapt instruction based on the individual needs of students. Additionally, teacher candidates complete readings, discussion boards, and class activities to develop and demonstrate knowledge of adaption of instruction for individual needs. The program provides evidence that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

***Performance***

1. *The educator locates, uses, and shares information about the methods for the care of young 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.*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Accommodating Individual Learning Needs</b>		<b>X</b>	

**3.2** Observation and evaluation of IFSP meetings, development of IEP goals, presentations to parents, and interviews of mentor teachers demonstrate the program provides evidence teacher candidates demonstrate an adequate ability to accommodate individual learning needs.

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

**Knowledge**

1. The 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, and transitions).

Element	Unacceptable	Acceptable	Target
<b>4.1 Knowledge Understanding and Using a Variety of Instructional Strategies</b>		X	

**4.1** Teacher candidates demonstrate knowledge of the characteristics of physical environments to support the learning of young children through activity plans, readings and discussion boards, modification/adaptation of a physical environment, and peer evaluation of adaptation activities. The program provides evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies.

**Performance**

- The educator uses developmentally appropriate methods to help young 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, and inquiry and reflection experiences).*
- The educator uses instructional strategies that support both child-initiated and adult-directed activities.*

Element	Unacceptable	Acceptable	Target
<b>4.2 Performance Understanding and Using a Variety of Instructional Strategies</b>		X	

**4.** Teacher candidates demonstrate an ability to implement developmentally appropriate methods to help young students through activity planning, embedding schedules, and design of instructional centers. Observation of teaching in a natural environment demonstrates teacher candidates and implement these strategies in an instructional environment. The program provides evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

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

**Performance**

- The educator promotes opportunities for young children in natural and inclusive settings.*
- The educator embeds learning objectives within everyday routines and activities.*
- The educator creates an accessible learning environment, including the use of assistive technology.*
- The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.*
- The educator creates an environment that encourages self-advocacy and increased independence.*



6. *The educator implements the least intrusive and intensive intervention consistent with the needs of children.*
7. *The educator conducts functional behavior assessments and develops positive behavior supports.*

Element	Unacceptable	Acceptable	Target
<b>5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.</b>		X	

**5.2** Teacher candidates demonstrate an ability to understand individual and group motivation and behavior, and create positive learning environments through the following evidence points: intervention guides, embedding schedules, activity plans, task analysis, administration and evaluation of primary, secondary and tertiary assessments, observation of teacher candidates and analysis of observation documents. The program provides evidence that teacher candidates demonstrate an adequate ability to create 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.**

**Performance**

1. *The educator adjusts language and communication strategies for the developmental age and stage of the child.*

Element	Unacceptable	Acceptable	Target
<b>6.2 Performance Using a Variety of Communication Techniques</b>		X	

**6.2** Teacher candidates demonstrate evidence of developmentally appropriate communication techniques to foster learning and communication skills through observation of teacher candidates working with students in a classroom setting, lesson plans, Professional Year Assessment documents, and interviews with mentor teachers. The program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

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

**Knowledge**

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

Element	Unacceptable	Acceptable	Target
<b>7.1 Knowledge Instructional Planning Skills in Connection with Students' Needs and Community Contexts</b>		<b>X</b>	

**7.1** Teacher candidates demonstrate evidence of instructional planning based on knowledge of subject matter, student needs, and curriculum goals through readings, quizzes, class discussions, development of a personal philosophy statement, lesson plans, and the S-PAT. The program provides evidence that teacher candidates demonstrate an adequate understanding of how to plan in connection with students' needs and community contexts.

**Performance**

1. *The educator designs meaningful play experiences and integrated learning opportunities for development of young children.*
2. *The 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 Education Programs (IEP).*
3. *The educator supports transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).*
4. *The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.*
5. *The educator evaluates and links children's skill development to that of same age peers.*

Element	Unacceptable	Acceptable	Target
<b>7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts</b>		<b>X</b>	

**7.2** Teacher candidates demonstrate evidence of developmentally appropriate learning experiences, progress monitoring and family involvement in the educational program of the child through observation and evaluation of IFSP meetings, case study analysis, developmentally appropriate design of learning centers, development of IEP goals, progress monitoring including data collection and

analysis, and S-PAT. The program provides evidence that teacher candidates demonstrate an adequate ability to plan in connection with students' needs and community contexts.

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

**Knowledge**

1. *The educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.*
2. *The educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.*
3. *The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.*
4. *The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.*

Element	Unacceptable	Acceptable	Target
<b>8.1 Knowledge Assessment of Student Learning</b>		<b>X</b>	

**8.1** Teacher candidates demonstrate understanding, use, and interpretation of for formal and informal assessment strategies to determine program effectiveness through readings, Praxis II passage rates, disability matrices, and S-PAT. Syllabi evidence demonstrated integration of knowledge regarding legal and ethical guidelines related to assessment are integrated throughout several courses. The program provides evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

**Performance**

1. *The educator assesses all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).*
2. *The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.*
3. *The educator collaborates with families and professionals involved in the assessment of children.*
4. *The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.*

Element	Unacceptable	Acceptable	Target
<b>8.2 Performance Using and Interpreting Program</b>		<b>X</b>	

<b>and Student Assessment Strategies</b>			
--	--	--	--

**8.2** Teacher candidates demonstrate evidence of their ability to use, interpret and share assessment information through observation and reflection of an IFSP meeting, administration of the following assessments: AEPS, screener, social emotional, and diagnostic assessments. Additional evidence demonstrates teacher candidates have the ability to share the assessment information with families, and use assessment information to modify instruction and integrate children into an educational setting. The program provides evidence that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

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

**Knowledge**

1. *The educator understands NAEYC Licensure and DEC Personnel Standards.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners</b>		X	

**9.1** Teacher candidates demonstrate understanding of NAEYC licensure and DEC Personnel standards through required readings. The program provides evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

**Performance**

1. *The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching</b>		X	

**9.2** Teacher candidates demonstrate evidence of continuous professional growth in the art and science of teaching through mentor teacher evaluations, Professional Year Assessments, and interviews of mentor teachers. The program provides evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

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

**Knowledge**

1. *The educator knows the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) Code of Ethics.*
2. *The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.*
3. *The educator knows community, state, and national resources available for young children and their families.*
4. *The educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.*
5. *The educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).*
6. *The educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.*
7. *The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.*

Element	Unacceptable	Acceptable	Target
<b>10.1 Knowledge Partnerships</b>		<b>X</b>	

**10.1** Teacher candidates demonstrate the ability to interact professionally and effectively to support student learning as evidenced by course syllabi, readings, case study activities, concept mapping, discussion boards, completion of education program evaluations, the development of a personal philosophy statement that demonstrate cultural sensitivity, and class discussions. The program provided evidence to support professionalism through the Internship Handbook. The program provides evidence that teacher candidates demonstrate an adequate understanding of effective partnerships.

**Performance**

1. *The educator practices behavior congruent with the NAEYC Code of Ethics and the Division for Early Childhood Code of Ethics.*
2. *The educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community) to support the child's development and learning.*
3. *The educator identifies and accesses community, state, and national resources for young children and families.*
4. *The educator advocates for young children and their families.*
5. *The educator creates a manageable system to maintain all program and legal records for children.*

6. *The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.*
7. *The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.*

Element	Unacceptable	Acceptable	Target
<b>10.2 Performance Partnerships</b>		<b>X</b>	

**10.2** Teacher candidates demonstrate their ability to interact in a professional and effective manner by conducting interviews of agency staff members, reflecting on interviews, development of a strategy paper, methods portfolio, sharing developmental screener information, the Professional Year Assessment, internship observations. Additional evidence was provided through mentor teacher interviews. The program provides evidence that teacher candidates demonstrate an adequate ability to interact in a professional and effective manner to support student’s learning and well-being.

**Areas for Improvement:**

**Recommended Action on Blended Early Childhood/Early Childhood Special Education:**

- X   Approved  
       Approved Conditionally  
       Not Approved

## Rubrics for the Idaho Standards for Computer Science Teachers

### State Program Approval Rubric for Teacher Preparation Programs

#### Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

***Knowledge***

1. *The teacher understands digital citizenship.*

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Learner Development</b>		X	

**1.1** Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.

***Performance***

1. *The teacher promotes and models digital citizenship.*
2. *The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Learner Development</b>	X		

1.2 Due to lack of completers, the program provides little or no evidence that teacher candidates create learning experiences that make the content taught meaningful to students.

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

**Knowledge**

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

Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge Learning Differences</b>		X	

2.1 Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.

**Performance**

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

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Learning Differences</b>	X		

2.2 Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability 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**

1. *The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.*

Element	Unacceptable	Acceptable	Target
<b>3.1 Knowledge Learning Environments</b>		X	

- 3.1 Syllabi, candidate lesson plans, and a faculty interview provide evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

**Performance**

1. *The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.*
2. *The teacher develops student understanding of privacy, security, safety, and effective communication in online environments.*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Learning Environments</b>	X		

- 3.2 Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

**Knowledge**

1. *The teacher understands data representation and abstraction.*
2. *The teacher understands how to effectively design, develop, and test algorithms.*
3. *The teacher understands the software development process.*
4. *The teacher understands digital devices, systems, and networks.*
5. *The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.*
6. *The teacher understands the role computer science plays and its impact in the modern world.*
7. *The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.*
8. *The teacher understands the many and varied career and education paths that exist in Computer Science.*

Element	Unacceptable	Acceptable	Target
<b>4.1 Knowledge Content Knowledge</b>		X	

**4.1** Syllabi, candidate lesson plans, and a faculty interview provide evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered.

**Performance**

1. *The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:*
  - i. *Effectively uses primitive data types.*
  - ii. *Demonstrates an understanding of static and dynamic data structures.*
  - iii. *Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.*
  - iv. *Effectively uses modeling and simulation to solve real-world problems*
2. *The teacher effectively designs, develops, and tests algorithms. The teacher:*
  - i. *Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.*
  - ii. *Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.*
  - iii. *Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.*
  - iv. *Effectively uses two or more development environments.*
  - v. *Demonstrates knowledge of varied software development models and project management strategies.*
  - vi. *Demonstrates application of all phases of the software development process on a project of moderate complexity from inception to implementation.*
3. *The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:*
  - i. *Demonstrates an understanding of data representation at the machine level.*
  - ii. *Demonstrates an understanding of machine level components and related issues of complexity.*
  - iii. *Demonstrates an understanding of operating systems and networking in a structured computing system.*
  - iv. *Demonstrates an understanding of the operation of computer networks and mobile computing devices.*
4. *The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:*
  - i. *Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.*
  - ii. *Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.*
5. *The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.*

Element	Unacceptable	Acceptable	Target
<b>4.2 Performance Content Knowledge</b>	X		

**4.2** Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to teach and create 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**

- The teacher understands the academic language and conventions of computer science and how to make them accessible to students.*

Element	Unacceptable	Acceptable	Target
<b>5.1 Knowledge Application of Content</b>		X	

**5.1** Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic and global issues.

**Performance**

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

Element	Unacceptable	Acceptable	Target
<b>5.2 Performance Application of Content</b>	X		

**5.2** Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability 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.*

**Knowledge**

1. *The teacher understands the creation and implementation of multiple forms of assessment using data.*

Element	Unacceptable	Acceptable	Target
<b>6.1 Knowledge Assessment</b>		X	

- 6.1 Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate students.

**Performance**

1. *The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.*

Element	Unacceptable	Acceptable	Target
<b>6.2 Performance Assessment</b>	X		

- 6.2 Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability 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.

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

**Knowledge**

1. *The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.*

Element	Unacceptable	Acceptable	Target
<b>7.1 Knowledge Instructional Planning Skills</b>		X	

- 7.1 Syllabi, candidate lesson plans, and faculty interview provide in-depth evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

**Performance**

1. *The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.*
2. *The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.*
3. *The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.*

Element	Unacceptable	Acceptable	Target
<b>7.2 Performance Instructional Planning Skills</b>	<b>X</b>		

**7.2** Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability 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.

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

**Knowledge**

1. *The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.*

Element	Unacceptable	Acceptable	Target
<b>8.1 Knowledge Instructional Strategies</b>		<b>X</b>	

**8.1** Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies.

**Performance**

1. *The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.*
2. *The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.*

Element	Unacceptable	Acceptable	Target
<b>8.2 Performance Instructional Strategies</b>	X		

**8.2** Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**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**

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

Element	Unacceptable	Acceptable	Target
<b>9.1 Knowledge Professional Learning and Ethical Practice</b>		X	

**9.1** Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate ability to engage in ongoing professional learning and use evidence to continually evaluate his/her practice.

**Performance**

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

Element	Unacceptable	Acceptable	Target
<b>9.2 Performance Professional Learning and Ethical Practice</b>	X		

9.2 Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to 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 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**

1. *The teacher understands the process and value of partnerships with industry and other organizations.*

Element	Unacceptable	Acceptable	Target
<b>10.1 Knowledge Leadership and Collaboration</b>		X	

10.1 Syllabi, candidate lesson plans, and faculty interview provide in-depth evidence that teacher candidates understand how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students' learning and well-being.

**Performance**

1. *The teacher is active in the professional computer science and industrial community.*

Element	Unacceptable	Acceptable	Target
<b>10.2 Performance Leadership and Collaboration</b>	X		

10.2 Due to the lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate understanding of leadership and collaboration.

**Areas for Improvement:**

**Recommended Action on Computer Science:**

- Approved
- Approved Conditionally
- Not Approved

## **Rubrics for the Idaho Standards for Elementary Education Teachers**

### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

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

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

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Elementary Teachers.

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

#### ***Knowledge***

- 1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.*
- 2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.*
- 3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.*
- 4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.*
- 5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.*
- 6. 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.*



7. *The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.*
8. *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.*
9. *The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.*
10. *The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.*
11. *The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.*

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Understanding Subject Matter</b>		<b>X</b>	

**1.1 Artifacts Reviewed:**

- a. Course Syllabi (ED-LLC 330, 340, 345, 440; ED CIFS 203, 330, 333; MATH 157, 257; ART 321, MUSIC 372, KIN 355, Foundations 201, Ed Tech 202)
- b. Lesson plan assignment descriptions (ED LLC340), Lesson Design Exemplars and Models (Lesson Design Seminar, ED LLC 345), Lesson Plan Templates, checklist assessment (Lesson Design Seminar), writing across the curriculum guidelines (ED LLC 345)
- c. Candidate presentations and professor feedback (ED LLC 440, ED CIFS 333)
- d. Course Quizzes/Tests (ED LLC 345, ED CIFS 331)
- e. Candidate Reflections /Journals (ED LLC 345, ED CIFS 203)
- f. Student Profile Assessment description, exemplar and rubric (ED LLC 340)
- g. Student writing profile guidelines, exemplar and guidelines (ED LLC 345)
- h. ICLC Competencies and Praxis II competencies
- i. Course Activity Descriptions (ED CIFS 330)
- j. Lesson Plans with feedback (ED LLC 330)
- k. Disposition Assessment (Foundations 201)
- l. Philosophy Paper by Candidate (Foundations 201)
- m. Candidate, Mentor Teacher and Faculty Interviews
- n. Site Visits
- o. S-PAT

**Conclusion/Rationale:**

Reviewing the artifacts listed above demonstrates the Unit is effectively preparing elementary education candidates in understanding the importance of integrated curriculum and the relationship between inquiry and the development of thinking and reasoning. Inquiry based lessons seem to be common in science as indicated by the syllabi. Mathematical inquiry was confirmed through candidate interviews. The program is particularly strong in its literacy content preparation.

**Performance**

1. *The teacher models the appropriate and accurate use of language arts.*
2. *The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.*
3. *The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.*
4. *The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.*
5. *Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.*
6. *The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		X	

**1.2 Evidence reviewed:**

- a. Application to Teacher Education Interview Rubric
- b. Differentiation Fair posters and Presentation exemplars
- c. PYA 3A and 4C scores
- d. Field Placement Evaluations (ED LLC 340)
- e. Integrated Lesson Sequence (ED LLC 440)
- f. Lessons Plans (ED CIFS 331, 333; Music 372, KIN 355, ED LTCY 340)
- g. Unit Plans (ED CIFS 330, 333, 345; ART 321, )
- h. Student interview (ED CIFS 331)
- i. Candidate Tech Portfolio (ED TECH 202)
- j. Candidate Reflection on Lesson (KIN 355)
- k. S-PAT Units (including video and reflection)
- l. Formative Observations – Domains 2, 3
- m. PYA Domains 1,3
- n. Learning Environment Portfolio (ED CIFS 332)

**Conclusion/Rationale:**

Observing video tapes elementary teacher candidates teaching language arts lessons, analyzing teacher lesson plans, and interviewing university liaisons, mentor teachers and candidates provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect language arts content.

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

**Knowledge**

1. The teacher understands that young children’s and early adolescents’ literacy and language development influence learning and instructional decisions.
2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge Understanding Human Development and Learning</b>		<b>X</b>	

**2.1 Evidence Reviewed:**

- a. Course Syllabi (ED LLX 340, 345; ED CIFS 203)
- b. ICLC competency
- c. Journals (ED CIFS 203)
- d. Motivation Plan (ED CIFS 203)
- e. Course Activities (ED CIFS 203)
- f. Faculty, mentor teacher and Candidate interviews

**Conclusion/Rationale:**

Reviewing the artifacts listed above indicates the program is effectively preparing candidates in the knowledge of English language arts and the influence of literacy and language development on learning and instructional decisions. The program provides evidence that candidates understand the role of cognition, inquiry and exploration in learning.

**Performance**

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

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance: Provide Opportunities for Development</b>		<b>X</b>	

**2.2 Evidence Reviewed:**

- a. Lesson Plans (ED CIFS 333)
- b. Unit Plans (ED CIFS 333)
- c. Candidate and university liaisons

**Conclusion/Rationale:**

Analyzing teacher lesson plans, unit plans, and interviewing candidates, mentor teachers and university liaisons provide evidence that teacher candidates demonstrate adequate knowledge of how young children and early adolescents learn. The program provides evidence that candidates design instruction and provide opportunities for students to learn through inquiry and exploration.

**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.**

**Knowledge**

1. *The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.*
2. *The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.*

Element	Unacceptable	Acceptable	Target
<b>3.1 Knowledge Understanding of Individual Learning Needs</b>		<b>X</b>	

**3.1 Evidenced Reviewed:**

- a. Barriers and Solutions (ED SPED 250)
- b. Philosophy Papers (if we get samples)
- c. S-PAT seminars 1 and 2
- d. Course Syllabi (ED SPED 250, ED CIFS 332, ED LLC 340, ESP 250)
- e. Candidate, mentor teacher and faculty interviews.

**Conclusion/Rationale:**

After reviewing the artifacts listed above, the Unit provides evidence that candidates demonstrate an adequate understanding of how students differ in their approaches to learning. Candidate interviews clearly indicated that they process the needs of students and work to differentiate learning.

**Performance**

1. *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. *The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Modifying Instruction for Individual Learning Needs</b>		X	

**3.2 Evidence Reviewed:**

- a. Professional Year Logs
- b. Student Profile Assignment Exemplars
- c. ESP 250 Field Experience Portfolio?
- d. Hierarchy of Interventions Exemplars (ED CIFS 332)
- e. Learner Profile Exemplars (ED LLC 340)
- f. Case Study Exemplars (ED CIFS 332)
- g. S-PAT Analysis of Three Learners exemplar
- h. Candidate and mentor teacher interviews

**Conclusion/Rationale:**

After reviewing the artifacts listed above, the Unit demonstrates that candidates work to modify instructional opportunities to support students with diverse needs. Early experiences work to build pieces and skills (Hierarchy, learner profile, etc.) necessary to differentiate learning and are evidenced through candidate interviews in practice.

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

**Knowledge**

- 1. *The teacher understands the importance of teaching and re-teaching classroom expectations.*
- 2. *The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.*

Element	Unacceptable	Acceptable	Target
<b>5.1 Knowledge Understanding of Classroom Motivation and Management Skills</b>		X	

**5.1 Evidence Reviewed**

- a. Course Syllabus (ED CIFS 332)
- b. LEP portfolio (Tab 2C: Routines and Procedures and Tabs 2D, 2B, 2A)
- c. Interviews with administrators, mentor teachers, completers and candidates

**Conclusion/Rationale:**

After reviewing the evidence listed above, the program provides evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. In particular, candidates and completers confirm resources that enable them to adjust their approach in the classroom.

**Performance**

1. *The teacher consistently models and teaches classroom expectations.*
2. *The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.*

Element	Unacceptable	Acceptable	Target
<b>5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments</b>		X	

**5.2 Evidence Reviewed:**

- a. Formative Observation Reports 2C and 2D
- b. PYA results 2C, 2D
- c. Interviews with candidates, mentor teachers, completers and faculty

**Conclusion/Rationale:**

After reviewing the evidence listed above, the program provides evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. In particular, candidates and completers confirm resources that enable them to adjust their approach in the classroom. Candidates and completers can share specific examples. Administrators confirm proficient practice in the classroom.

**Areas for Improvement:**

None noted. The Unit has provided detailed evidence that it purposefully prepares candidates, has thoughtfully aligned coursework and outcomes to the relevant standards and is now working on providing a consistent experience.

**Recommended Action on the Elementary Education Program:**

- Approved
- Approved Conditionally
- Not Approved

## **Rubrics for the Idaho Standards for Engineering Teachers**

### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

***Knowledge***

1. *The teacher understands how to design developmentally appropriate engineering activities and assignments.*

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Learner Development</b>		X	

- 1.1 Syllabi, candidate lesson plans, candidate instructional units, faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.

***Performance***

1. *The teacher designs and implements developmentally appropriate engineering activities and assignments.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Learner Development</b>		X	

1.2 Through analyzing teacher lesson plans, interviewing university liaisons, and Praxis II scores the program provides evidence that teacher candidates demonstrate an adequate knowledge of learning differences.

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

**Knowledge**

1. *The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address those needs.*
2. *The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.*

Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge Learning Differences</b>		X	

2.1 Syllabi, required coursework, course assignments, candidate lesson plans, and instructional units, provide evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.

**Performance**

1. *The teacher collaborates with other area specialists to distinguish between issues of learning disabilities and giftedness.*
2. *The teacher provides appropriate accommodations that allow students to access academic content.*

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Learning Differences</b>		X	

2.2 Through analyzing teacher lesson plans, interviewing university liaisons, and Praxis II scores the program provides evidence that teacher candidates demonstrate an adequate ability 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**

1. *The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).*
2. *The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.*
3. *The teacher knows the components of an effective classroom management plan.*
4. *The teacher understands how social groups function and influence individuals, and how individuals influence groups.*
5. *The teacher understands how participation, structure, and leadership promote democratic values in the classroom.*
6. *The teacher understands the relationship between classroom management, school district policies, building rules, and procedures governing student behavior.*

Element	Unacceptable	Acceptable	Target
<b>3.1 Knowledge Learning Environments</b>		X	

**3.1** Course syllabi and assignments, faculty interviews, and instructional units provide evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

**Performance**

1. *The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.*
2. *The teacher establishes a positive and safe climate in the classroom and laboratory, as well as participates in maintaining a healthy environment in the school as a whole.*
3. *The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities, as well as clearly communicating curriculum goals and learning objectives.*
4. *The teacher utilizes a classroom management plan consistent with school district policies, building rules, and procedures governing student behavior.*
5. *The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.*
6. *The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.*
7. *The teacher engages students in individual and cooperative learning activities that helps the students develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).*
8. *The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Learning Environments</b>		X	

**3.2** Analyzing teacher lesson plans, interviewing university liaisons, and Praxis II scores provide evidence that teacher candidates create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

**Knowledge**

1. *The teacher understands the principles and concepts of engineering design.*
2. *The teacher understands the role of mathematics in engineering design and analysis.*
3. *The teacher understands the role of natural and physical sciences in engineering design and analysis.*
4. *The teacher understands the ethical issues and practices of the engineering profession.*
5. *The teacher understands the importance of team dynamics and project management in engineering projects.*

Element	Unacceptable	Acceptable	Target
<b>4.1 Knowledge Content Knowledge</b>		X	

**4.1** Praxis II exam scores, candidate assignments, lesson plans, instructional units, provide evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered.

**Performance**

1. *The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.*
2. *The teacher can demonstrate the effects engineering has on the society, the environment and the global community.*
3. *The teacher is able to work in a learning community/project team.*

Element	Unacceptable	Acceptable	Target
<b>4.2 Performance Content Knowledge</b>	X		

4.2 Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability to teach and create 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**

1. The teacher understands the communication needs of diverse learners.
2. The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.
3. The teacher understands strategies for promoting student communication skills.
4. The teacher knows the symbols, terminology, and notations specific to engineering.
5. The teacher recognizes the importance of oral and written communication in the engineering discipline.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Application of Content		X	

5.1 Praxis II exam scores, candidate assignments, lesson plans, instructional units, provide evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and demonstrate adequate application of content.

**Performance**

1. The teacher is a thoughtful and responsive listener.
2. The teacher adjusts communication so that it is developmentally and individually appropriate.
3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.
4. The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.
5. The teacher demonstrates the ability to communicate effectively orally and in writing.
6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).
7. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.
8. The teacher uses the symbols, terminology, and notations specific to engineering.

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Content	X		

5.2 Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability 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.**

**Knowledge**

1. The teacher understands the purposes of formative and summative assessment and evaluation.
2. The teacher knows how to use multiple strategies to assess individual student progress.
3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.
4. The teacher knows how to use assessments in designing and modifying instruction.
5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.
6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.
7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and stakeholders.
8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Assessment		X	

6.1 Faculty interviews, completer interviews, and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate students.

**Performance**

1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques to enhance the knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
2. The teacher uses multiple assessment strategies to measure students’ current level of performance in relation to curriculum goals and objectives.
3. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.
4. The teacher monitors student assessment data and adjusts instruction accordingly.
5. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and stakeholders.

Element	Unacceptable	Acceptable	Target
<b>6.2 Performance Assessment</b>		X	

**6.2** Through analyzing teacher lesson plans, and interviewing university liaisons, and Praxis II scores the program provides evidence that teacher candidates demonstrate adequate ability 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.

**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**

- The teacher understands how to apply knowledge regarding subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.*
- The teacher knows how to take into account such elements as instructional materials, individual student interests, needs, aptitudes, and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.*
- The teacher knows when and how to adjust plans to maximize student learning.*
- The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.*

Element	Unacceptable	Acceptable	Target
<b>7.1 Knowledge Instructional Planning Skills</b>		X	

**7.1** Candidate instructional units, lesson plans, and candidate interviews provide in-depth evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

**Performance**

- The teacher designs an engineering curriculum that aligns with high school and postsecondary engineering curricula.*
- The teacher designs curriculum to meet community and industry expectations.*
- The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.*
- The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.*
- The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.*

6. *The teacher develops and utilizes student assessments that align with curriculum goals and objectives.*
7. *The teacher modifies instructional plans based on student assessment and performance data.*
8. *The teacher integrates multiple perspectives into instructional planning, with attention to students' personal, family, and community experiences and cultural norms.*
9. *The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.*

Element	Unacceptable	Acceptable	Target
<b>7.2 Performance Instructional Planning Skills</b>	X		

**7.2** Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability 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.

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

**Knowledge**

1. *The teacher understands how instructional strategies impact processes associated with various kinds of learning.*
2. *The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, project-based learning, problem-based learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives).*
3. *The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.*
4. *The teacher knows how to apply integrative STEM pedagogy.*

Element	Unacceptable	Acceptable	Target
<b>8.1 Knowledge Instructional Strategies</b>		X	

**8.1** Candidate instructional units, lesson plans, as well as interviews with and candidates, provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies.

**Performance**

1. *The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.*
2. *The teacher uses multiple teaching and learning strategies to engage students in learning.*
3. *The teacher uses a variety of instructional tools and resources.*

4. *The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.*
5. *The teacher uses practitioners from industry and the public sector as appropriate for the content area.*
6. *The teacher develops a scope and sequence of instruction related to the students' prior knowledge.*

Element	Unacceptable	Acceptable	Target
<b>8.2 Performance Instructional Strategies</b>	X		

**8.2** Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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

**Knowledge**

1. *The teacher is knowledgeable about the different career opportunities for engineering.*
2. *The teacher knows the Code of Ethics for Idaho Professional Educators.*
3. *The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.*
4. *The teacher is aware of the personal biases that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.*
5. *The teacher knows where to find and how to access professional resources on teaching and subject matter.*
6. *The teacher understands the need for professional activity and collaboration beyond the school.*
7. *The teacher knows about professional organizations within education and his/her discipline.*
8. *The teacher understands the dynamics of change and recognizes that the field of education is not static.*
9. *The teacher knows how to use educational technology to enhance productivity and professionalism.*

Element	Unacceptable	Acceptable	Target
<b>9.1 Knowledge Professional Learning and Ethical Practice</b>		X	

**9.1** Syllabi, required coursework, faculty and candidate interviews provide evidence that teacher candidates demonstrate an adequate ability to engage in ongoing professional learning and use evidence to continually evaluate his/her practice.

**Performance**

1. *The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.*

2. *The teacher adheres to local, state, and federal laws.*
3. *The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).*
4. *The teacher uses self-reflection as a means of improving instruction.*
5. *The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.*
6. *The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.*
7. *The teacher engages in professional discourse about subject matter knowledge and pedagogy.*
8. *The teacher uses educational technology to enhance productivity and professionalism.*

Element	Unacceptable	Acceptable	Target
<b>9.2 Performance Professional Learning and Ethical Practice</b>	X		

**9.2** Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability to 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 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**

1. *The teacher is aware of community issues and needs for design opportunities.*
2. *The teacher is aware of the importance of professional learning communities.*

Element	Unacceptable	Acceptable	Target
<b>10.1 Knowledge Leadership and Collaboration</b>		X	

**10.1** Engagement in Professional Learning Community activities, candidate interviews, and mentor teacher feedback provide in-depth evidence that teacher candidates understand how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students' learning and well-being.

**Performance**

1. *The teacher is able to adapt lessons to address community needs using the engineering design process.*
2. *The teacher actively seeks out and utilizes community resources to create engaging learning opportunities.*



3. *The teacher collaborates with other teachers across disciplines, as well as community partners.*

Element	Unacceptable	Acceptable	Target
<b>10.2 Performance Leadership and Collaboration</b>	X		

**10.2** Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate understanding of leadership and collaboration.

**Areas for Improvement:**

At this point in time, the Engineering IDoTeach/STEM program is doing a proper job of preparing candidates for service. The conditional approval is based solely on a lack of completers. In the future, with additional completer data the determination of full approval will be able to be considered.

**Recommended Action on Engineering:**

- Approved
- Approved Conditionally
- Not Approved

## **Rubrics for the Idaho Standards for English Language Arts Teachers**

### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

#### ***Knowledge***

- 1. The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.*
- 2. The teacher understands the elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, and style.*
- 3. The teacher understands the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.*
- 4. The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, technical writing, and film).*
- 5. The teacher understands how literature functions as artistic expression and as a reflection of human experience.*
- 6. The teacher understands the nature and conventions of multicultural literatures, literary devices, and methods of literary analysis and criticism.*
- 7. The teacher understands how culture and history influence literature, literary recognition, and curriculum selections.*
- 8. The teacher understands the social and historical implications of print and nonprint media.*
- 9. The teacher understands the history of the English language.*
- 10. The teacher understands how children learn language, the basic sound structure of the English language, semantics, syntax, and usage.*
- 11. The teacher understands reading as a developmental process.*
- 12. The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.*

13. *The teacher understands that composition is a recursive process that includes brainstorming, drafting, revising, editing for correctness and clarity, and publishing; that the process will vary with the individual and the situation; and that learning to write is a developmental process.*
14. *The teacher recognizes the student’s need for authentic purposes, audiences, and forms of writing.*
15. *The teacher understands the appropriate selection, evaluation, and use of primary and secondary sources in research processes.*

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Understanding Subject Matter</b>		<b>X</b>	

**1.1** Interviews with cooperating mentor teachers, Praxis II scores, GPAs, perusing candidate work samples, and reviewing syllabi and course catalog outlines provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

**Performance**

1. *The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.*
2. *The teacher integrates reading, writing, speaking, listening, viewing, and language study.*
3. *The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.*
4. *The teacher instructs student on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.*
5. *The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.*
6. *The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.*
7. *The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.*
8. *The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students’ experiences.*
9. *The teacher demonstrates the writing process as a recursive and developmental process.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		<b>X</b>	

**1.2** Interviews with language arts teacher graduates and mentor teachers, and analyzing teacher lesson plans, provide evidence that teacher candidates demonstrate an adequate ability to use resources and

learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

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

**Knowledge**

1. The teacher understands the processes, developmental stages, and diverse ways of learning reading, writing, listening, viewing, and speaking.

Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge Understanding Human Development and Learning</b>		X	

- 2.1 Analyzing teacher lesson plans, and reviewing professor comments on candidate work provide evidence that teacher candidates demonstrate an adequate understanding of human development and learning. In addition, the teacher candidates are prepared to be sensitive to community standards in selection of teaching materials, which is an important consideration when a teacher is working in the field.

**Performance**

1. The teacher identifies levels of development in reading, writing, listening, viewing, and speaking and plans for developmental stages and diverse ways of learning.
2. The teacher promotes and monitors growth in reading, writing, listening, viewing, and speaking for all ability levels.

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Provide Opportunities for Development</b>		X	

- 2.2 Interviewing language arts teacher graduates, analyzing teacher lesson plans, and reviewing university professors' comments on candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities for development.

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

**Knowledge**

1. *The teacher knows a variety of classroom strategies for improving fluency, comprehension, and critical thinking (e.g., strategies for discussion, peer editing, critical analysis and interpretation, inquiry, oral presentations, SSR, and brainstorming).*
2. *The teacher understands reading comprehension strategies (e.g., organizing information, visualizing, making connections, using context clues, building background knowledge, predicting, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, and making inferences) for enabling students with a range of abilities to understand, respond to, and interpret what they read.*
3. *The teacher is familiar with a variety of strategies for promoting student growth in writing.*

Element	Unacceptable	Acceptable	Target
<b>4.1 Knowledge Understanding of Multiple Instructional Strategies</b>			<b>X</b>

- 4.1** Interviews with language arts teacher graduates, analyzing teacher lesson plans, reviewing course syllabi, professor comments on student work, and student work samples and provide evidence that teacher candidates demonstrate a superior understanding of multiple instructional strategies.

**Performance**

1. *The teacher effectively uses comprehension strategies.*
2. *The teacher incorporates a variety of analytical and theoretical approaches in teaching literature and composition.*
3. *The teacher monitors and adjusts strategies in response to individual literacy levels.*
4. *The teacher creates logical sequences for reading, writing, speaking, listening, viewing, and language study.*
5. *The teacher uses students' creations and responses as part of the instructional program.*
6. *The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically (e.g., engages students in discussion, inquiry, and evaluation).*
7. *The teacher enriches and expands the students' language resources for adapting to diverse social, cultural, and workplace settings.*
8. *The teacher provides opportunities for students to create authentic responses to cultural, societal, and workplace experiences.*

Element	Unacceptable	Acceptable	Target
<b>4.2 Performance Application of Multiple Instructional Strategies</b>		<b>X</b>	

- 4.2** Analysis of many teacher candidate lesson plans on multiple proficiency levels provides evidence that teacher candidates demonstrate an adequate ability to apply multiple 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.**

**Knowledge**

- The teacher knows methods of assessing students' written and oral communication skills and reading performance (e.g., holistic, analytic, and primary trait scoring; portfolios of student work; projects; student self-assessment; peer assessment; journals; rubrics; reading response logs; reading inventories; reflective and formal writing; student/teacher-developed guidelines; exhibitions; oral and dramatic presentations; and the Idaho State Direct Writing Assessment).*

Element	Unacceptable	Acceptable	Target
<b>8.1 Knowledge Assessment of Student Learning</b>		X	

**8.1** Analyzing teacher lesson plans, reviewing syllabi, and perusing candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

**Performance**

- The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing.*

Element	Unacceptable	Acceptable	Target
<b>8.2 Performance Using and Interpreting Program and Student Assessment Strategies</b>		X	

**8.2 Performance:** Analyzing teacher lesson plans and work samples provide evidence that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

**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.**

**Performance**

- The teacher engages in reading and writing for professional growth and satisfaction.*
- The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.*

Element	Unacceptable	Acceptable	Target
<b>9.2 Performance Developing in the Art and Science of Teaching</b>		X	

**9.2** Reviewing S-PAC and PYA examples shows a focus on reflection and professional development as a practitioner. Unit plan samples and student teaching logs also demonstrate teacher stimulation of student enthusiasm for literature, writing, and literacy. These artifacts and evidence provide evidence that teacher candidates demonstrate an ability to develop in the art and science of teaching.

**Areas for Improvement:**

Though the university program is very strong overall, the reviewer noticed a weakness in grammar teaching preparation. The syllabi of Eng 301 and 381 reference the teaching of grammar, but interviews with teacher graduates express a lack of knowledge in adequately understanding grammar in order to teach it to adolescent students. The syllabi state that most college students come to these classes quite proficient in grammar usage, so focused grammar instruction isn't instructed in the course work. However, students in secondary ed. classrooms usually do not have an inherently proficient level of grammar, so methods of teaching grammar to grades 6-12 students should be emphasized in undergraduate preparation, as required in Standard 1.3 Knowledge of Subject Matter. The Description of Evidence and Rationale given for Standard 1.3 suggest that this grammar instruction is done through the writing courses, but interviews with graduates who are teaching in the field express a lack of preparation in order to teach grammar to secondary level students.

**Recommended Action on English Language Arts:**

- Approved
- Approved Conditionally
- Not Approved

## **Rubrics for the Idaho Standards for Mathematics Teachers**

### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

***Knowledge***

1. *The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.*
2. *The teacher understands concepts of algebra.*
3. *The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.*
4. *The teacher understands basic concepts of number theory and number systems.*
5. *The teacher understands concepts of measurement.*
6. *The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.*
7. *The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).*
8. *The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.*
9. *The teacher understands the historical and cultural significance of mathematics and the changing way individuals learn, teach, and do mathematics.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>1.1 Knowledge Subject Matter and Structure of Mathematics</b>		X	



**1.1** Interviews with mentor teachers, candidates, completers, and faculty, Praxis II scores, and review of candidate work samples and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of mathematics, as delineated in the Idaho Standards for Mathematics Teachers.

**Performance**

1. *The teacher incorporates the historical perspective and current development of mathematics in teaching students.*
2. *The teacher applies appropriate and correct mathematical concepts in creating learning experiences.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Mathematics Meaningful</b>		X	

**1.2** Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences as delineated in the Idaho Standards for Mathematics Teachers.

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

**Knowledge**

1. *The teacher knows how to make use of students' mathematical development, knowledge, understandings, interests, and experiences.*
2. *The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.*

Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge Understanding Human Development and Learning</b>		X	

**2.1** Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop, as delineated in the Idaho Standards for Mathematics Teachers\*

**Performance**

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

2. *The teacher plans and delivers learning activities that respect and value students' ideas, ways of thinking, and promote positive mathematical dispositions.*

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Provide Opportunities for Development</b>		X	

- 2.2 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities for development as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

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

**Knowledge**

1. *The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.*

Element	Unacceptable	Acceptable	Target
<b>3.1 Knowledge Understanding of Individual Learning Needs</b>		X	

- 3.1 Interviews with mentor teachers, candidates, completers, and faculty, in addition to review of candidate work samples and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of individual learning needs as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

**Performance**

1. *The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Modifying Instruction for Individual Learning Needs</b>		X	

**3.2** Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to modify instruction for individual learning needs as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

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

**Knowledge**

1. *The teacher knows how to formulate or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.*
2. *The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem solving approaches.*
3. *The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.*
4. *The teacher knows how to frame mathematical questions and conjectures.*
5. *The teacher knows how to make mathematical language meaningful to students.*
6. *The teacher understands inquiry-based learning in mathematics.*
7. *The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).*
8. *The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)*

Element	Unacceptable	Acceptable	Target
<b>4.1 Knowledge Understanding of Multiple Mathematical Learning Strategies</b>		X	

**4.1** Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples and course syllabi provide evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical instructional strategies as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

**Performance**

1. *The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.*
2. *The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem solving approaches.*
3. *The teacher uses and involves students in both formal proofs and intuitive, informal exploration.*
4. *The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.*
5. *The teacher uses and encourages the students to use a variety of representations to communicate mathematically.*

6. *The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.*
7. *The teacher uses and involves students in appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).*

Element	Unacceptable	Acceptable	Target
<b>4.2 Performance Application of Multiple Learning Strategies</b>		X	

**4.2** Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to use a variety of mathematical instructional strategies as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

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

**Knowledge**

1. *The teacher knows and uses appropriate mathematical vocabulary/terminology.*

Element	Unacceptable	Acceptable	Target
<b>6.1 Knowledge Communication Skills</b>		X	

**6.1** Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate adequate understanding of communication skills as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

**Performance**

1. *The teacher encourages students to use appropriate mathematical vocabulary/terminology.*
2. *The teacher fosters mathematical discourse.*

Element	Unacceptable	Acceptable	Target
<b>6.2 Performance Application of Communication Skills</b>		X	

**6.2** Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to apply

communication skills as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

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

**Knowledge**

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

Element	Unacceptable	Acceptable	Target
<b>8.1 Knowledge Understanding of how to Assess Students' Mathematical Reasoning</b>		X	

- 8.1 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of how to assess students' mathematical reasoning.

**Performance**

1. The teacher assesses students' mathematical reasoning.

Element	Unacceptable	Acceptable	Target
<b>8.2 Performance Assessing Students' Mathematical Reasoning</b>		X	

- 8.2 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to assess students' mathematical reasoning.

**Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and their applications of those ideas within mathematics, as well as to other disciplines.**

**Knowledge**

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands a variety of real-world applications of mathematics.

Element	Unacceptable	Acceptable	Target
<b>11.1 Knowledge Significant Mathematical Connections</b>		X	

**11.1** Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of significant mathematical connections.

**Performance**

1. *The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business, and engineering).*
2. *The teacher encourages students to identify connections between mathematical strands.*
3. *The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.*

Element	Unacceptable	Acceptable	Target
<b>11.2 Performance Application of Mathematical Connections</b>		X	

**11.2** Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to ability to apply mathematical connections

**Areas for Improvement:**

**Recommended Action on Mathematics:**

- Approved
- Approved Conditionally
- Not Approved

**Rubrics for the Idaho Standards for Teacher Leaders**

**State Program Approval Rubric for Teacher Preparation Programs**

**Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

***Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.***

***Knowledge: The teacher leader demonstrates knowledge of. . .***

- 1. The differences in knowledge acquisition and transfer for children and adults*
- 2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development*
- 3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution*
- 4. Effective listening, oral communication, presentation skills, and expression in written communication*
- 5. Research and exemplary practice on “organizational change and innovation”*
- 6. The process of development of group goals and objectives*

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Understanding Adults as Learners to Support Professional Learning Communities</b>		X	

- 1.1** Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of adults as learners, as delineated in the Idaho Standards for Teacher Leaders.

**Performance: The teacher leader. . .**

1. *Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning*
2. *Improves colleagues' acquisition and application of knowledge and skills*
3. *Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives*
4. *Uses effective communication skills and processes*
5. *Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process*
6. *Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Understanding Adults as Learners to Support Professional Learning Communities</b>		X	

- 1.2** Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences for adults, as delineated in the Idaho Standards for Teacher Leaders.

**Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.**

**Knowledge: The teacher leader demonstrates knowledge of. . .**

1. *Action research methodology*
2. *Analysis of research data and development of a data-driven action plan that reflects relevance and rigor*
3. *Implementation strategies for research-based change and for dissemination of findings for programmatic changes*



Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge</b> <b>Accessing and Using</b> <b>Research to Improve</b> <b>Practice and Student</b> <b>Achievement</b>		X	

2.1 Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how to access and use research to improve practice and student achievement, as delineated in the Idaho Standards for Teacher Leaders.

**Performance: The teacher leader. . .**

1. Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes
2. Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability
3. Assists with application and supports dissemination of action research findings to improve educational outcomes

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance</b> <b>Accessing and Using</b> <b>Research to Improve</b> <b>Practice and Student</b> <b>Achievement</b>		X	

2.2 Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities to use research to improve educational outcomes, as delineated by the indicators in the Idaho Standards for Teacher Leaders.

**Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.**

**Knowledge: The teacher leader demonstrates knowledge of. . .**

1. The standards of high quality professional development and their relevance to improved learning
2. Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.
3. The role of 21st century skills and technologies in educational practice
4. The role of shifting cultural demographics in educational practice

Element	Unacceptable	Acceptable	Target
<b>3.1 Knowledge Promoting Professional Learning for Continuous Improvement</b>		X	

**3.1** Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of the need for continuous improvement, as delineated by the indicators in the Idaho Standards for Teacher Leaders.

**Performance: The teacher leader.**

1. *Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education*
2. *Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals*
3. *Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate*
4. *Continually assesses the effectiveness of professional development activities and adjusts appropriately*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Promoting Professional Learning for Continuous Improvement</b>		X	

**3.2** Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate ability to promote professional learning for continuous improvement, as delineated by the indicators in the Idaho Standards for Teacher Leaders.

**Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.**

**Knowledge: The teacher leader demonstrates knowledge of . . .**

1. *Research-based curriculum, instruction, and assessment and their alignment with desired outcomes*
2. *The Framework for Teaching, effective observation and strategies for providing instructional feedback*
3. *Role and use of critical reflection in improving professional practice*

Element	Unacceptable	Acceptable	Target
<b>4.1 Knowledge Facilitating Improvements in Instruction and Student Learning</b>		X	

**4.1** Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate adequate understanding of facilitating improvement in instruction and student learning, as delineated by the indicators in the Idaho Standards for Teacher Leaders.

**Performance: The teacher leader.**

1. *Recognizes, analyzes, and works toward improving the quality of colleagues’ professional and instructional practices*
2. *Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment*
3. *Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment*
4. *Develops, leads and promotes a culture of self-reflection and reflective dialogue*

Element	Unacceptable	Acceptable	Target
<b>4.2 Performance Facilitating Improvements in Instruction and Student Learning</b>	X		

**4.2** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate an adequate ability to facilitate improvements in instruction based upon the Framework for Teaching (S4, P1). Evidence did not support candidates’ ability to recognize, analyze, and work toward improving the quality of colleagues’ professional and instructional practices (S4,P1), as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

**Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.**

**Knowledge: The teacher leader demonstrates knowledge of. . .**

1. *Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes*

2. *Use of formative and summative data to inform the continuous improvement process*
3. *Analysis and interpretation of data from multiple sources*

Element	Unacceptable	Acceptable	Target
<b>5.1 Knowledge Using Assessments and Data for School and District Improvement</b>	X		

**5.1** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate adequate understanding of using assessments and data for school and district improvement, as delineated by the indicators in the Idaho Standards for Teacher Leaders. No evidence was found to support standard 5 knowledge elements 1, 2, or 3.

***Performance: The teacher leader. . .***

1. *Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement*
2. *Models use of formative and summative data to inform the continuous improvement process*
3. *Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other*

Element	Unacceptable	Acceptable	Target
<b>5.2 Performance Using Assessments and Data for School and District Improvement</b>	X		

**5.2** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate an adequate ability to use data and assessments for school and district improvement, as delineated by the indicators in the Idaho Standards for Teacher Leaders. Only minimal evidence was found that demonstrated a candidate's ability to use formative and summative data to inform the continuous improvement process.

***Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.***

***Knowledge: The teacher leader demonstrates knowledge of. . .***

1. *Child development and conditions in the home, culture and community and their influence on educational processes*

2. *Contextual considerations of the family, school, and community and their interaction with educational processes*
3. *Effective strategies for involvement of families and other stakeholders as part of a responsive culture*

Element	Unacceptable	Acceptable	Target
<b>6.1 Knowledge Improving Outreach and Collaboration with Families and Community</b>	X		

**6.1** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate adequate understanding of improving outreach and collaboration with families and community, as delineated by the indicators in the Idaho Standards for Teacher Leaders. No evidence was found to support standard 6 knowledge elements 1, 2, or 3.

**Performance: The teacher leader. . .**

1. *Develops colleagues’ abilities to form effective relationships with families and other stakeholders*
2. *Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools*
3. *Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process*

Element	Unacceptable	Acceptable	Target
<b>6.2 Performance Improving Outreach and Collaboration with Families and Community</b>	X		

**6.2** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate an adequate ability to improve outreach and collaboration with families and community, as delineated by the indicators in the Idaho Standards for Teacher Leaders. No evidence was found to support standard 6 performance elements 1, 2, or 3.

**Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.**

**Knowledge: The teacher leader demonstrates knowledge of. . .**

1. *Effective identification and interpretation of data, research findings, and exemplary practices*

2. *Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement*
3. *Local, state and national policy decisions and their influence on instruction*
4. *The process to impact policy and to advocate on behalf of students and the community*

Element	Unacceptable	Acceptable	Target
<b>7.1 Knowledge Advocating for Student Learning and the Profession</b>	X		

**7.1** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate adequate understanding of advocating for student learning and the profession, as delineated by the indicators in the Idaho Standards for Teacher Leaders. Evidence was not seen to support standard 7, knowledge elements 2, 3, and 4.

**Performance: The teacher leader.**

1. *Identifies and evaluates needs and opportunities*
2. *Generates ideas to effectively address solutions/needs*
3. *Analyzes feasibility of potential solutions and relevant policy context*
4. *Advocates effectively and responsibly to relevant audiences for realization of opportunities*

Element	Unacceptable	Acceptable	Target
<b>7.2 Performance Advocating for Student Learning and the Profession</b>	X		

**7.2 Performance:** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate an adequate ability to advocate for student learning and the profession, as delineated by the indicators in the Idaho Standards for Teacher Leaders. Evidence was not seen to support standard 7, performance elements 3 and 4.

**Areas for Improvement:** Listed below are the areas which need to be improved to meet the Teacher Leader Standards.

- Standard 4
  - Knowledge 2
  - Performance 1
  - Performance 2
- Standard 5
  - Knowledge 1
  - Knowledge 2
  - Knowledge 3

- Performance 1
- Performance 3
- Standard 6
  - Knowledge 1
  - Knowledge 2
  - Knowledge 3
  - Performance 1
  - Performance 2
  - Performance 3
- Standard 7
  - Knowledge 2
  - Knowledge 3
  - Knowledge 4
  - Performance 3
  - Performance 4

**Recommended Action on Mathematics Consulting Teacher:**

- Approved
- Approved Conditionally
- Not Approved

## Idaho Standards for Music Teachers

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

***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: The teacher understands and knows how to teach:***

1. *Singing, alone and with others, a varied repertoire of music.*
2. *Performing on instruments, alone and with others, a varied repertoire of music.*
3. *Improvising melodies, variations, and accompaniments.*
4. *Composing and arranging music within specified guidelines.*
5. *Reading and notating music.*
6. *Listening to, analyzing, and describing music.*
7. *Evaluating music and music performances.*
8. *Understanding relationships between music, the other arts, and disciplines outside the arts.*
9. *Understanding music in relation to history and culture.*

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Understanding Subject Matter</b>		X	

**1.1** A review of Praxis II scores, multiple course syllabi, course assignments, candidate work samples, and video recordings provides evidence that teacher candidates demonstrate adequate knowledge of subject matter.

***Performance: The teacher is able to demonstrate and teaches:***

1. *Singing, alone and with others, a varied repertoire of music.*
2. *Performing on instruments, alone and with others, a varied repertoire of music.*
3. *Improvising melodies, variations, and accompaniments.*
4. *Composing and arranging music within specified guidelines.*



5. *Reading and notating music.*
6. *Listening to, analyzing, and describing music.*
7. *Evaluating music and music performances.*
8. *Understanding relationships between music, the other arts, and disciplines outside the arts.*
9. *Understanding music in relation to history and culture.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		X	

- 1.2** A review of concert/recital program videos, arrangements and compositions, candidate work samples, student work samples, candidate reflections, teaching videos, lesson and unit plans, and interviews with candidates and faculty demonstrates that teacher candidates understand 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.

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

**Knowledge**

1. *The teacher understands and knows how to design a variety of musical learning opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education.*

Element	Unacceptable	Acceptable	Target
<b>7.1 Knowledge Understanding Subject Matter</b>		X	

- 7.1** A review of the department lesson plan template, course syllabi, interviews with faculty and candidates provide evidence that teacher candidates demonstrate adequate knowledge of the subject matter.

**Performance**

1. *The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education*

Element	Unacceptable	Acceptable	Target
<b>7.2 Performance Making Subject Matter Meaningful</b>		X	

College/University: Boise State University Review Dates: March 5-8, 2016

7.2 A review of S-PAT unit plans, videos of lessons, and interviews with faculty and candidates demonstrates that teacher candidates understand 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.

**Areas for Improvement:**

Regarding 1.2: Sufficient evidence was found for this standard, however, the following areas could use more evidence (e.g. lesson plans, teaching videos, student work samples, etc.) in the future:

- 4. *Composing and arranging music within specified guidelines.*
- 7. *Evaluating music and music performances.*
- 9. *Understanding music in relation to history and culture.*

**Recommended Action on Music:**

- Approved
- Approved Conditionally
- Not Approved

## **Rubrics for the Idaho Standards for Online Teachers**

### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

***Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.***

***Knowledge***

1. *The online teacher understands the current standards for best practices in online teaching and learning.*
2. *The online teacher understands the role of online teaching in preparing students for the global community of the future.*
3. *The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.*
4. *The online teacher understands the relationship between online education and other subject areas and real life situations.*
5. *The online teacher understands the relationship between online teaching and advancing technologies.*
6. *The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.*
7. *The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>1.1 Knowledge Understanding Subject Matter</b>		<b>X</b>	

**1.1** Course syllabi, instructor feedback, candidate lesson plans, candidate produced syllabi and candidate self-evaluations provide evidence that teacher candidates demonstrate adequate knowledge of understanding subject matter.

**Performance**

1. *The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.*
2. *The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).*
3. *The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).*
4. *The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).*
5. *The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.*
6. *The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		<b>X</b>	

**1.2** Candidate unit and lesson plans, candidate created assessment and task analysis provide evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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

**Performance**

1. *The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).*
2. *The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).*
3. *The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.*
4. *The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g. Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g. Isolation, cyber-bullying); Moral (i.e. Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.*

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Provide Opportunities for Development</b>		X	

2.2 Candidate produced Lesson Plans, Assessments, Reflections, Work Samples and Projects provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities for development.

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

**Knowledge**

1. *The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.*

Element	Unacceptable	Acceptable	Target
<b>3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning</b>		X	

3.1 Syllabi, Instructor Feedback, Lesson and Unit plans created by Candidates, work samples and Projects provide evidence that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

**Performance**

1. *The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.*
2. *The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).*
3. *The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Accommodating Individual Learning Needs</b>		X	

**3.2** Candidate Lesson Plans, Rubrics, Work Samples, and Projects provide evidence that teacher candidates demonstrate an adequate ability to accommodate individual learning needs.

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

**Knowledge**

1. *The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).*
2. *The online teacher understands appropriate uses of learning and/or content management systems for student learning.*

Element	Unacceptable	Acceptable	Target
<b>4.1 Knowledge Understanding and Using a Variety of Instructional Strategies</b>		X	

**4.1** Course Syllabi, Candidate Lesson Plans, Instructor Feedback and Candidate created Projects and Assignments provide evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies.

**Performance**

1. *The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).*
2. *The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)*
3. *The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).*

Element	Unacceptable	Acceptable	Target
<b>4.2 Performance Understanding and Using a Variety of Instructional Strategies</b>		X	

4.2 Candidate created Evaluation Plans, Student Surveys, Candidate Course Design Plans, and Lesson Plans provide evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

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

**Performance**

1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).
2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).
3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

Element	Unacceptable	Acceptable	Target
<b>5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.</b>		X	

5.2 Candidate produced lesson plans, candidate feedback to students, evaluation plans, and candidate produced syllabi provide evidence that teacher candidates demonstrate an adequate ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.**

**Knowledge**

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

Element	Unacceptable	Acceptable	Target
<b>6.1 Knowledge Understanding of a Variety of Communication Techniques</b>		X	

**6.1** Course syllabi, candidate lesson plans, and instructor feedback provide evidence that teacher candidates demonstrate an adequate understanding of a variety of communication techniques.

**Performance**

1. *The online teacher is a thoughtful and responsive communicator.*
2. *The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).*
3. *The online teacher demonstrates the ability to communicate effectively using a variety of mediums.*
4. *The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).*

Element	Unacceptable	Acceptable	Target
<b>6.2 Performance Using a Variety of Communication Techniques</b>		<b>X</b>	

**6.2** Candidate communication with parents, candidate feedback to students, candidate created lesson and communication plans, provide evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

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

**Performance**

1. *The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.*
2. *The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.*
3. *The online teacher designs and develops subject-specific online content.*
4. *The online teacher uses multiple forms of media to design course content.*
5. *The online teacher designs course content to facilitate interaction and discussion.*
6. *The online teacher designs course content that complies with intellectual property rights and fair use standards.*

Element	Unacceptable	Acceptable	Target
<b>7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts</b>		<b>X</b>	



7.2 Candidate created Lessons, Design Plans, and Assessments provide evidence that teacher candidates demonstrate an adequate ability to plan in connection with students’ needs and community contexts.

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

**Performance**

1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

Element	Unacceptable	Acceptable	Target
<b>8.2 Performance Using and Interpreting Program and Student Assessment Strategies</b>		X	

8.2 Candidate created Lessons, Design Plans, and Assessments provide evidence that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

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

**Knowledge**

1. The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).
2. The online teacher knows how educational standards and curriculum align with 21st century skills.

Element	Unacceptable	Acceptable	Target
<b>9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners</b>		X	

9.1 Candidate created Lessons, Design Plans, Assessments, Course Syllabi, Instructor Feedback and Candidate Reflection provide evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

**Performance**

1. *The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).*
2. *The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.*
3. *The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.*

Element	Unacceptable	Acceptable	Target
<b>9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching</b>		X	

9.2 Candidate Portfolios, Work Samples, and Candidate created projects provide evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

**Areas for Improvement:**

**Recommended Action on Online Teacher:**

- X   Approved  
       Approved Conditionally  
       Not Approved

## **Rubrics for the Idaho Standards for Physical Education Teachers**

### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

#### ***Knowledge***

- 1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.*
- 2. The teacher understands the sequencing of motor skills (K-12).*
- 3. The teacher understands human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles*
- 4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).*
- 5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction.*
- 6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse needs (e.g., various physical abilities and limitations, culture, and gender).*
- 7. The teacher understands technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system).*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>1.1 Knowledge Subject Matter and Structure of the Discipline</b>		<b>X</b>	

- 1.1** Course syllabi, Praxis II scores, candidate lesson plans, instructor feedback, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; human anatomy and physiology (structure and function), exercise physiology appropriate rules, etiquette, instructional cues, and skills for physical education activities; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12); opportunities for enjoyment, challenge, self-expression, and social interaction; and technology operations and concepts pertinent to physical activity.

**Performance**

1. *The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.*
2. *The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).*
3. *The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).*
4. *The teacher models the use of technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system, and computer software).*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		<b>X</b>	

- 1.2** Candidate lesson plans, case studies, observation of candidate teaching, and candidate interviews and instructor feedback provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

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

**Performance**

1. *The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.*
2. *The teacher promotes physical activities that contribute to good health.*

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Provide Opportunities for Development</b>		<b>X</b>	

2.2 Candidate interviews, lesson and unit plans, and observation of candidate teaching and instructor feedback provide evidence that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote physical activities that contribute to good health.

***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 and experiences.***

***Performance***

1. *The teacher provides opportunities that incorporate individual variations in movement to help students gain physical competence and confidence.*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Accommodating Individual Learning Needs</b>		X	

3.2 Candidate work samples, lesson plans, interviews and reflections provide evidence that teacher candidates demonstrate an adequate ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem.

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

***Knowledge***

1. *The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education settings.*
2. *The teacher knows strategies to help students become self-motivated in physical education.*
3. *The teacher understands that individual performance is affected by anxiety.*
4. *The teacher understands principles of effective management in indoor and outdoor movement settings.*

Element	Unacceptable	Acceptable	Target
<b>5.1 Knowledge Understanding of Classroom Motivation and Management Skills</b>		X	

5.1 Course syllabi, Praxis II scores, candidate interviews and school administrator interviews provide evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

**Performance**

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

Element	Unacceptable	Acceptable	Target
<b>5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments</b>		<b>X</b>	

**5.2** Candidate lesson and unit plans, observation of candidate teaching, and candidate interviews provide evidence that teacher candidates demonstrate an adequate ability to effectively manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

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

**Knowledge**

1. *The teacher knows a variety of management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.*
2. *The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, YMCA, and service organizations).*

Element	Unacceptable	Acceptable	Target
<b>7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals</b>			<b>X</b>

**7.1** Course syllabi, Praxis II scores, lesson plans, teacher observation, candidate interviews, and candidate produced curriculum design (Curriculum Design portfolio covers the community history, demographics and is an in depth too to help guide instruction) (Candidate Interviews supported this knowledge and performance) provide evidence that teacher candidates demonstrate an in-depth understanding of

strategies to maximize physical education activity time and student success in physical education and how to expand the curriculum through the use of community resources.

**Performance**

1. *The teacher uses and assesses management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.*

Element	Unacceptable	Acceptable	Target
<b>7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts</b>			<b>X</b>

- 7.2 Candidate teaching observation, candidate lesson plans, candidate reflection, candidate produced curriculum design portfolio, and interviews with candidates and school administrators (Curriculum Design portfolio covers the community history, demographics and is an in depth too to help guide instruction) (Candidate Interviews supported this knowledge and performance) provide evidence that teacher candidates demonstrate an in-depth ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum.

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

**Knowledge**

1. *The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.*

Element	Unacceptable	Acceptable	Target
<b>8.1 Knowledge Assessment of Student Learning</b>			<b>X</b>

- 8.1 Course syllabi, candidate interviews, Praxis II scores, candidate lesson plans, candidate and instructor assessment rubrics and observation of candidate teaching, provide evidence that teacher candidates demonstrate an in-depth understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional)(Candidates exhibit knowledge and performance of the 3 congruent with physical education activity, movement, and fitness goals.

**Performance**

1. *The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.*

Element	Unacceptable	Acceptable	Target
<b>8.2 Performance Using and Interpreting Program and Student Assessment Strategies</b>			<b>X</b>

**8.2** Candidate work samples, observation of candidate teaching, lesson and unit plans, assessment rubrics created by candidates, and candidate interviews (Numerous in-depth pieces of evidence throughout the program, and candidate interviews which anecdotally find that the candidate assesses more than the mentor teacher) and evidence that teacher candidates demonstrate an in-depth ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals to evaluate student performance and 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.*

**Knowledge**

1. *The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.*

Element	Unacceptable	Acceptable	Target
<b>9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners</b>		<b>X</b>	

**9.1** Praxis II Scores, Course Syllabi, Candidate Interviews, School Administrator Interviews, provide evidence that teacher candidates demonstrate an adequate understanding of how his/her personal physical fitness and activity levels may impact teaching and student motivation.

**Standard 11: Safety –** *The teacher provides for a safe learning environment.*

**Knowledge**

1. *The teacher understands the inherent dangers involved in physical education activities.*
2. *The teacher understands the need to consider safety when planning and providing instruction.*



3. *The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).*
4. *The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).*
5. *The teacher understands school policies regarding student injury and medical treatment.*
6. *The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.*
7. *The teacher understands the appropriate steps when responding to safety situations.*
8. *The teacher knows cardiopulmonary resuscitation (CPR) and first aid.*

Element	Unacceptable	Acceptable	Target
<b>11.1 Knowledge Understanding of Student and Facility Safety</b>		<b>X</b>	

**11.1** Course syllabi, course assignments, Praxis II scores, and candidate and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of CPR, first aid, and factors that influence safety in physical education activity settings and the supervision and response required.

***Performance***

1. *The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.*
2. *The teacher informs students of the risks associated with physical education activities.*
3. *The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.*
4. *The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.*
5. *The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.*
6. *The teacher identifies safety situations and responds appropriately.*
7. *The teacher maintains CPR and first aid certification.*

Element	Unacceptable	Acceptable	Target
<b>11.2 Performance Creating a Safe Learning Environment</b>		<b>X</b>	

**11.2** Candidate lesson and unit plans, candidate observations and candidate and instructor interviews provide evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical education activities.

College/University: Boise State University Review Dates: March 5-8, 2016

**Areas for Improvement:**

**Recommended Action on Physical Education:**

- Approved
- Approved Conditionally
- Not Approved

## **Rubrics for the Idaho Standards for Reading/Literacy Teachers**

### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

#### ***Knowledge***

1. *The teacher understands the relationships and roles of the components of a balanced literacy program, which encompasses:*
  - a. *oral language development and its role in the emergence of writing and reading;*
  - b. *phonological awareness, phonics, structural and morphemic analysis; semantic, syntactic, and pragmatic systems of language, and their relation to reading and writing processes;*
  - c. *language patterns, vocabulary, comprehension and critical thinking; and*
  - d. *development of fluency (rate and accuracy).*
2. *The teacher knows the methods of literacy instruction congruent with a balanced literacy program.*
3. *The teacher understands that reading is a process of constructing meaning.*
4. *The teacher knows a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, self-monitoring, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).*
5. *The teacher understands strategies for developing and extending vocabulary in narrative, expository and technical information, encompassing, but not limited to wide-reading, direct vocabulary instruction, and systematic word analysis: etymology, morphology, orthography.*
6. *The teacher understands the relationships between reading, writing, speaking, listening, and viewing.*
7. *The teacher understands why it is important for developing literacy skills to read aloud to students.*
8. *The teacher is familiar with a wide range of children's literature encompassing all genres.*

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Understanding Subject Matter</b>		X	

**1.1** Interview with department chair, Praxis II scores, GPAs, syllabi review, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

**Performance**

1. *The teacher applies the components of pre-reading and reading instruction in authentic classroom settings in accordance with individual student performance.*
2. *The teacher articulates and demonstrates knowledge of various research-supported approaches to pre-reading and decoding instruction (e.g. synthetic, analytic, explicit, implicit, embedded, and analogy-based).*
3. *The teacher articulates and demonstrates a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).*
4. *The teacher implements strategies for developing and extending vocabulary in narrative, expository and technical information (e.g., wide-reading, direct vocabulary instruction, systematic word analysis - etymology, morphology, orthography).*
5. *The teacher utilizes the reciprocal relationships among reading, writing, speaking, listening, and viewing to build student literacy skills.*
6. *The teacher provides literacy lessons and opportunities congruent with best research practices.*
7. *The teacher reads aloud to children.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		X	

**1.2** Analyzing teacher lesson plans, reviewing a plethora of work samples, and interviewing the university liaison provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

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

**Knowledge**

1. *The teacher knows historical and current research as it relates to reading.*
2. *The teacher understands the significance of home language and culture on the development of literacy in the classroom.*

Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge Understanding Human Development and Learning</b>		<b>X</b>	

- 2.1** Reviewing many course syllabi, analyzing teacher lesson plans, and interviewing the university liaison provide evidence that teacher candidates demonstrate an excellent understanding of human development and learning.

**Performance**

1. *The teachers implements cognitively compatible strategies in developing reading instruction.*
2. *The teacher utilizes the home language and culture of students to foster the development of literacy in the classroom.*
3. *The teacher encourages learner reflection and teaches students to evaluate and be responsible for their own literacy learning.*

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Provide Opportunities for Development</b>		<b>X</b>	

- 2.2** Reviewing case studies, analyzing teacher lesson plans, and candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities for development.

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

**Knowledge**

1. *The teacher understands research-based best practices in prevention identification, intervention, and remediation of reading difficulties.*
2. *The teacher understands methods for accelerating and scaffolding the students' development of reading strategies.*
3. *The teacher understands the impact of learning disabilities, giftedness, and language histories on literacy development.*

Element	Unacceptable	Acceptable	Target
<b>3.1 Knowledge Modifying Instruction for Individual Needs</b>		X	

**3.1** Reviewing course syllabi, class schedules, depth of research-based practices taught, and a university liaison interview provide evidence that teacher candidates demonstrate an adequate understanding of human development and learning.

**Performance**

- The teacher articulates and demonstrates knowledge of structured, sequential, multi-sensory reading instruction.*
- The teacher differentiates reading instruction and utilizes flexible grouping in response to student performance.*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Modifying Instruction for Individual Needs</b>			X

**3.2** Reviewing many case study notes, capstone projects, classroom observations, and written papers provide outstanding evidence that teacher candidates demonstrate superior ability to provide opportunities for development in struggling readers.

**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**

- The teacher understands that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.*

Element	Unacceptable	Acceptable	Target
<b>4.1 Knowledge Understanding of Multiple Instructional Strategies</b>			X

**4.1** Perusal of multiple course syllabi, case studies, candidate work samples, lesson plans, and client reviews provide evidence that teacher candidates demonstrate superior understanding of multiple instructional strategies.

**Performance**

1. *The teacher incorporates literacy instruction into all academic content areas in ways that engage each student.*

Element	Unacceptable	Acceptable	Target
<b>4.2 Performance Application of Multiple Instructional Strategies</b>		X	

4.2 Case studies, candidate work samples, and capstone reflections provide evidence that teacher candidates demonstrate an adequate ability to apply multiple instructional strategies.

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

**Knowledge**

1. *The teacher understands the power of literacy as it relates to academic success and life-long learning.*
2. *The teacher understands the importance of extensive reading in a variety of genres for developing literacy skills.*

Element	Unacceptable	Acceptable	Target
<b>5.1 Knowledge Understanding of Multiple Instructional Strategies</b>		X	

5.1 Reviewing multiple course syllabi, class schedules, course work, and interviewing a university liaison provide evidence that teacher candidates demonstrate an adequate understanding of multiple instructional strategies.

**Performance**

1. *The teacher advocates extensive reading for information and for pleasure.*
2. *The teacher demonstrates the power of literacy as it relates to academic success and life-long learning.*

Element	Unacceptable	Acceptable	Target
<b>5.2 Performance Application of Multiple Instructional Strategies</b>		X	

5.2 Reviewing course work samples and analyzing teacher lesson plans provide evidence that teacher candidates demonstrate an adequate ability to apply multiple 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.**

**Knowledge**

1. *The teacher understands the use of assessment for different literacy purposes (e.g. monitoring reading development, assessing reading achievement and performance, enabling students to self-assess their reading strengths and needs, and diagnosing reading difficulties to adjust reading instruction).*
2. *The teacher understands how to use assessment for attitude and motivation as related to reading.*
3. *The teacher knows how to choose, administer, and interpret multiple assessments for various aspects of reading (e.g. language proficiency, concepts of print, phonemic awareness, phonological awareness, letter recognition, sound/symbol knowledge, word recognition, spelling, writing, reading fluency, and oral and silent reading comprehension).*

Element	Unacceptable	Acceptable	Target
<b>8.1 Knowledge Assessment of Student Learning</b>		<b>X</b>	

8.1 Reviewing multiple course syllabi, research articles, and candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

**Performance**

1. *The teacher gathers and interprets data from multiple assessments to plan instruction, taking into consideration the student characteristics and instructional history.*
2. *The teacher collects and utilizes data from multiple sources to inform instruction.*
3. *The teacher uses assessment to increase students' awareness of their literacy strengths and needs and to encourage them to set personal goals for learning.*
4. *The teacher uses literacy assessment data to evaluate instructional effectiveness and to guide professional development.*
5. *The teacher advocates that the needs of every student are accurately represented in assessment data.*

Element	Unacceptable	Acceptable	Target
<b>8.2 Performance Using and Interpreting Program and Student Assessment Strategies</b>		<b>X</b>	



**8.2** Reviewing case studies, client reviews, candidate work samples, and unit plans provide evidence that teacher candidates demonstrate an adequate ability to use and interpret multiple student assessment strategies to improve student ability in reading.

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

**Knowledge**

1. The teacher knows sources and programs that promote family literacy.
2. The teacher knows community-based programs that promote literacy development.

Element	Unacceptable	Acceptable	Target
<b>10.1 Knowledge Interacting in a Professional, Effective Manner</b>		X	

**10.1** Reviewing case studies and candidate work samples provide evidence that teacher candidates are aware of various community-based programs that promote literacy development and family literacy involvement.

**Knowledge**

1. The teacher engages with colleagues, community, other professionals, and parents to improve the literacy-learning environment.
2. The teacher fosters parental support for family literacy activities.

Element	Unacceptable	Acceptable	Target
<b>10.2 Performance Interacting in a Professional, Effective Manner</b>		X	

**10.2** A review of case studies and teacher work samples provide evidence that teacher candidates demonstrate an adequate understanding of the necessity of forming partnerships to successfully build students' literacy development.

**Areas for Improvement:**

**Recommended Action on Reading/Literacy:**

- Approved  
 Approved Conditionally  
 Not Approved

## **Rubrics for the Idaho Foundation Standards for Science Teachers**

### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

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

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

Consistent with CAEP accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments, rather than as an element-by-element checklist. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers. Rubrics for these standards are listed after the rubrics for the Foundation Standards for Science 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. The teacher knows the history and nature of science and scientific theories.*
- 2. The teacher understands the science content within the context of the Idaho Science Content Standards within their appropriate certification.*
- 3. The teacher understands the concepts of form and function.*
- 4. The teacher understands the interconnectedness among the science disciplines.*
- 5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.*
- 6. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.*
- 7. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.*

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Subject Matter and Structure of Science</b>			X

**1.1** Science content course syllabi (e.g. BIOL 191, 192, 301, 323, 343, 400, 415; BOT 305, 330; ZOOL 305, 401, 405; CHEM 111, 112, 211, 307, 308, 309, 310, 321, 322, 324, 401, 431, 495; GEOG 213; GEOS 100, 101, 200, 212, 300, 314, 425, 426; GEOPH 201; PHYS 211, 212, 309, 311, 325, 341, 381, 432, 499), *completers earn full content science degrees*, STEM-ED course syllabi (STEM-ED 102, 220, 310, 350, 410, 480), candidate lesson plans, candidate unit plans, candidate GPA (3.00+), Praxis II scores (all pass first try), consistent and systematic approach by program provide evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science.

**Performance**

1. *The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.*
2. *The teacher continually adjusts curriculum and activities to align them with new scientific data.*
3. *The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.*
4. *The teacher helps students build scientific knowledge and develop scientific habits of mind.*
5. *The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.*
6. *The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.*
7. *The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.*
8. *The teacher engages in scientific inquiry in science coursework.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Science Meaningful</b>			X

**1.2** Candidate lesson plans (STEM-ED 102, 220, 310, 350), candidate project-based unit plans (STEM-ED 410), candidate S-PAT units (STEM-ED 480), completed evaluation forms for S-PAT unit plans, interviews with program faculty, interviews with mentor teachers, STEM-ED 220 historical perspective/research assignment provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials

and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

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

**Knowledge**

1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.
2. The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge Understanding Human Development and Learning</b>			X

**2.1** Course syllabi (STEM-ED 210, 310, 410), interview with program faculty, inclusion of misconceptions on lesson plan templates (5E lesson plan template), sequence of methods/planning coursework (STEM-ED 101/102, 310, 410), examples of activities/projects requiring candidates to identify/respond to the conceptions/misconceptions that students are likely to bring into the classroom, consistent and systematic approach by program

**Performance**

1. The teacher identifies students' conceptions and misconceptions about the natural world.
2. The teacher engages students in constructing deeper understandings of the natural world.

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Provide Opportunities for Development</b>			X

**2.2** Candidate lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), S-PAT units (STEM-ED 480), S-PAT reflection pieces, interviews with program faculty, candidate research projects, candidate 5E format lesson plans (STEM-ED 101, 102), focus on formative assessments and formative assessment data provide evidence that teacher candidates demonstrate an ability to carry out activities that facilitate students' conceptual development in science.

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

**Knowledge**

1. *The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.*
2. *The teacher understands how to implement scientific inquiry.*
3. *The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.*
4. *The teacher understands how to use research based best practices to engage students in learning science*

Element	Unacceptable	Acceptable	Target
<b>4.1 Knowledge Understanding Multiple Learning Strategies</b>			X

**4.1** Course syllabi (STEM-ED 102, 210, 310, 350, 410, 480), candidate STEM-ED 350 content-based inquiry work samples, candidate S-PAT unit plan work samples, interviews with program faculty, sequence of inquiry-based learning instruction in university coursework, consistent and systematic approach by program provide evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

**Performance**

1. *The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.*
2. *The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.*
3. *The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.*

Element	Unacceptable	Acceptable	Target
<b>4.2 Performance Application of Multiple Learning Strategies</b>			X

**4.2** Candidate lesson plans (STEM-ED 102, 310, 480), candidate unit plans (STEM-ED 410), candidate S-PAT unit (STEM-ED 480) work sample, candidate STEM-ED 210 clinical interview work sample, candidate STEM-ED content-based inquiry work sample, interviews with program faculty, sequence of inquiry-based learning instruction, candidate lesson plans address ISTE standards, interviews with mentor teachers demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills.

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

**Knowledge**

1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.
3. The teacher understands technical writing as a way to communicate science concepts and processes.

Element	Unacceptable	Acceptable	Target
<b>6.1 Knowledge Communication Skills</b>		X	

**6.1** Course syllabi (STEM-ED 102, 310, 350, 480), candidate STEM-ED 350 content-based inquiry work samples, candidate STEM-ED 102 lesson plans, interviews with program faculty, technology requirements on lesson/unit plan templates, technology grant writing workshop with school district staff provide evidence that candidates possess adequate communication skills.

**Performance**

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Element	Unacceptable	Acceptable	Target
<b>6.2 Performance Application of Thinking and Communication Skills</b>		X	

**6.2** Candidate STEM-ED 102 & 310 lesson plans, Candidate STEM-ED 350 content-based inquiry work samples, candidate STEM-ED 480 S-PAT unit plan work samples provide evidence that teacher candidates demonstrate an adequate ability to engage students in the practical application of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

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

**Knowledge**

1. The teacher understands the importance of keeping current on research related to how students learn science.
2. The teacher understands the importance of keeping current on scientific research findings.

Element	Unacceptable	Acceptable	Target
<b>9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners</b>		X	

**9.1** Course syllabi (STEM-ED 210, 220, 350); Professional Leadership, Collaboration and Communication Log; candidate S-PAT units and student learning outcomes; S-PAT video teaching reflections; interviews with program faculty program provides evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

**Performance**

1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.
2. The teacher incorporates current scientific research findings into science curriculum and instruction.

Element	Unacceptable	Acceptable	Target
<b>9.2 Performance Developing in the Art and Science of Teaching</b>		X	

**9.2** STEM-ED 310 video analysis project; STEM-ED 480 unit plan (genetics); candidate S-PAT student learning outcomes; S-PAT video teaching reflections; STEM-ED 350 & 410 assignments demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction.

**Principle 11: Safe Learning Environment – The science teacher provides for a safe learning environment.**

**Knowledge**

1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.

2. *The teacher is aware of available resources and standard protocol for proper disposal of waste materials.*
3. *The teacher knows how to properly care for, inventory, and maintain materials and equipment.*
4. *The teacher is aware of legal responsibilities associated with safety.*
5. *The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.*
6. *The teacher knows how to procure and use Material Safety Data Sheets (MSDS).*

Element	Unacceptable	Acceptable	Target
<b>11.1 Knowledge Creating a Safe Learning Environment</b>		X	

**11.1** Course syllabi (STEM-ED 350, 480), candidate lesson plans (STEM-ED 310), candidate unit plans (STEM-ED 410), S-PAT units (STEM-ED 480), STEM-ED 350 safety training assessment, and a STEM-ED 480 teacher interview provide evidence that teacher candidates demonstrate an adequate knowledge of material selection, safety, waste disposal, care and maintenance of materials and equipment, legal responsibilities associated with safety, safety requirements for laboratory, field activities, and demonstrations, and the procurement and use of Material Safety Data Sheets (MSDS).

**Performance**

1. *The teacher develops instruction that uses appropriate materials and ensures a safe environment.*
2. *The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.*
3. *The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.*
4. *The teacher models safety at all times.*
5. *The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.*
6. *The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.*
7. *The teacher evaluates lab and field activities for safety.*
8. *The teacher evaluates a facility for compliance to safety regulations.*
9. *The teacher uses safety procedures and documents safety instruction.*
10. *The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.*
11. *The teacher implements laboratory, field, and demonstration safety techniques.*

Element	Unacceptable	Acceptable	Target
<b>11.2 Performance Creating a Safe Learning Environment</b>		X	



**11.2** Candidate lesson plans (STEM-ED 310) work samples, candidate unit plans (STEM-ED 410) work samples, candidate S-PAT unit (STEM-ED 480) work samples provide evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

**Principle 12: Laboratory and Field Activities – The science teacher demonstrates competence in conducting laboratory and field activities.**

**Knowledge**

1. *The teacher knows a broad range of laboratory and field techniques.*
2. *The teacher knows strategies to develop students' laboratory and field skills.*

Element	Unacceptable	Acceptable	Target
<b>12.1 Knowledge Understanding of Laboratory and Field Experiences</b>			X

**12.1** Course syllabi in individual science content areas (extensive lab work), course syllabi (STEM-ED 102, 310, 410, 480) in methods courses, candidate STEM-ED 310 lesson plan work samples, candidate STEM-ED 410 project-based unit plan work samples, candidate STEM-ED 480 S-PAT unit plan work samples, interviews with program faculty provide evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

**Performance**

1. *The teacher engages students in a variety of laboratory and field techniques.*
2. *The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.*

Element	Unacceptable	Acceptable	Target
<b>12.2 Performance Effective Use of Laboratory and Field Experiences</b>			X

**12.2** Candidate STEM-ED 310 lesson plan work samples, candidate STEM-ED 410 project-based unit plan work samples, candidate STEM-ED 480 S-PAT unit plan work samples, consistent emphasis on candidates using hands-on approaches in planning & teaching

## Biology

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

### **Knowledge**

1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.
2. The teacher knows the currently accepted taxonomy systems used to classify living things.
3. The teacher understands scientifically accepted theories of how living systems evolve through time.
4. The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.
5. The teacher knows biochemical processes that are involved in life functions.
6. The teacher knows that living systems interact with their environment and are interdependent with other systems.
7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.
8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.
9. The teacher understands how matter and energy flow through living and non-living systems.
10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Subject Matter and Structure of Biology</b>			X

- 1.1 Course syllabi (BIOL 191, 192, 301, 323, 343, 400, 415; BOT 305, 330; ZOOL 305, 401, 405), program advising sheet/course sequence, candidate lesson plans, candidate unit plans, candidate GPA (3.00+), Praxis II scores, provide evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge.

### **Performance**

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.
2. The teacher assists students in gaining an understanding of the ways living things are interdependent.
3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.
4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.
6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.

7. *The teacher helps students understand the ways living organisms are adapted to their environments.*
8. *The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.*
9. *The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.*
10. *The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.*
11. *The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, burning fossil fuels, seeding clouds, and making snow).*
12. *The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Biology Meaningful</b>			X

- 1.2 Candidate lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), candidate S-PAT units (STEM-ED 480), completed evaluation/scoring rubrics for S-PAT units, interviews with mentor teachers provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support instructional goals; and the use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction.

**Areas for Improvement:**

**Recommended Action on Biology:**

- X Approved  
Approved Conditionally  
Not Approved

Chemistry

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

**Knowledge**

1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.
3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.
5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.
6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).
7. The teacher can identify and quantify changes in energy and structure.
8. The teacher understands the historical development of atomic and molecular theory.
9. The teacher knows basic chemical synthesis to create new molecules from prec? Molecules
10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.
11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.
12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.
13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).
14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.
15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.
16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Subject Matter and Structure of Chemistry</b>			X

- 1.1** Course syllabi (CHEM 111, 112, 211, 307, 308, 309, 310, 321, 322, 324, 401, 431, 495), CHEM 112 exams, CHEM 323 lab assignment samples, candidate lesson & unit plans, candidate GPA (3.00+),

Praxis II scores, completed evaluation/scoring rubrics for S-PAT units provide evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge.

### **Performance**

1. *The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.*
2. *The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).*
3. *The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.*
4. *The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.*
5. *The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.*
6. *The teacher helps the student understand the composition of neutral and ionic atoms and molecules.*
7. *The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.*
8. *The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.*
9. *The teacher helps the student begin to categorize and identify a variety of chemical reaction types.*
10. *The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.*
11. *The teacher helps the student understand and apply modern atomic, electronic and bonding theories.*
12. *The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.*
13. *The teacher helps the student understand the quantitative behavior of gases.*
14. *The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.*
15. *The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.*
16. *The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.*
17. *The teacher helps the student understand and predict the properties and reactions of acids and bases.*
18. *The teacher helps the student understand chemical equilibrium in solutions.*
19. *The teacher helps the student understand and use chemical kinetics.*
20. *The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.*
21. *The teacher helps the student learn the basic organizing principles of organic chemistry.*
22. *The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.*
23. *The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.*
24. *The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.*
25. *The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.*
26. *The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.*
27. *The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Chemistry Meaningful</b>			X

**1.2** Candidate lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), candidate lesson plans (STEM-ED 102), candidate S-PAT unit plan (STEM-ED 480) provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

**Areas for Improvement:**

**Recommended Action on Chemistry:**

- Approved
- Approved Conditionally
- Not Approved

## Earth and Space Science

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

### **Knowledge**

1. The teacher knows how local events can potentially impact local, regional, and global conditions.
2. The teacher understands the rock cycle and the classification systems for rocks and minerals.
3. The teacher understands the theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift.
4. The teacher understands the sun, moon and earth system and the resulting phenomena.
5. The teacher knows earth history as interpreted using scientific evidence.
6. The teacher understands the composition of the earth and its atmosphere.
7. The teacher understands processes of weathering, erosion, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).
8. The teacher knows multiple scientific theories of the origin of galaxies, planets, and stars.
9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.
10. The teacher understands the flow of energy and matter through earth and astronomic systems.
11. The teacher knows the concepts of weather and climate.
12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Subject Matter and Structure of Earth and Space Science</b>			X

- 1.1** Course syllabi (GEOG 213; GEOS 100, 101, 200, 212, 300, 314, 425, 426; GEOPH 201; PHYS 104, 105), candidate lesson & unit plans, candidate GPA (3.00+), completed evaluations of S-PAT lesson/unit plans provide evidence that teacher candidates demonstrate an adequate understanding of earth and space science content.

### **Performance**

1. The teacher helps students understand the flow of energy and matter through earth and space systems.
2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.
3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.
4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.

5. *The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.*
6. *The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.*
7. *The teacher helps students understand how accepted scientific theories about prehistoric life are developed.*
8. *The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.*
9. *The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Earth and Space Science Meaningful</b>			X

**1.2** Candidate lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), work samples, candidate S-PAT unit (STEM-ED 480) work samples provide evidence that teacher candidates demonstrate adequate ability to create learning experiences that make the central concepts of earth and space science, tools of inquiry, structure of physics knowledge, and the processes of earth and space science meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations, that are consistent with curriculum goals and reflect principles of effective instruction.

**Areas for Improvement:**

**Recommended Action on Earth and Space Science:**

- X   Approved  
       Approved Conditionally  
       Not Approved



## Physics

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

### **Knowledge**

1. *The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.*
2. *The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.*
3. *The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.*
4. *The teacher understands contemporary physics events, research, and applications.*
5. *The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.*
6. *The teacher knows the historical development of models used to explain physical phenomena.*

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Subject Matter and Structure of Physics</b>			X

- 1.1** Course syllabi (PHYS 211, 212, 309, 311, 325, 341, 381, 432, 499; STEM-ED 220), candidate lesson & unit plans, candidate GPA (3.00+), provide evidence that teacher candidates demonstrate an adequate understanding of physics content.

### **Performance**

1. *The teacher engages students in developing and applying conceptual models to describe the natural world.*
2. *The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.*
3. *The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.*
4. *The teacher engages student in the examination and consideration of the models used to explain the physical world.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Physics Meaningful</b>			X

**1.2** Candidate lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), S-PAT units (STEM-ED 480), completed evaluation/feedback forms from S-PAT unit plans provide evidence that teacher candidates demonstrate adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations, that are consistent with curriculum goals and reflect principles of effective instruction.

**Areas for Improvement:**

**Recommended Action on Physics:**

- Approved
- Approved Conditionally
- Not Approved

## **Rubrics for the Idaho Foundation Standards for School Administrators**

### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification 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.

All School Administrators, including Principals, Special Education Directors, and Superintendents, must meet the following Idaho Foundation Standards for School Administrators and the standards specific to their certification area at the “acceptable” level or above.

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare administrators who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., School Administrator, School District Superintendent, and Special Education Director).

Consistent with CAEP accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for School Administrators (and Idaho Standards for specific preparation areas, e.g., School District Superintendent, Special Education Director).

***Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of each students and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.***

#### ***Knowledge***

1. *The administrator understands that each student can learn and that varied and data-informed learning goals are an important part of the process.*
2. *The administrator understands the principles of developing and implementing strategic plans.*
3. *The administrator understands systems theory and its application to educational settings.*
4. *The administrator knows effective individual and group communication skills.*
5. *The administrator knows group leadership and decision-making skills.*
6. *The administrator knows team-building, coaching, mediation, negotiation, and consensus-building skills.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>1.1 Knowledge Understanding Visionary and Strategic Leadership</b>			X

**1.1** Based on the review of the course syllabi, candidates’ portfolios, assigned readings, candidates’ reflection assignments, interviews with instructors and scheduled retreats, clear evidence was presented that candidates had a clear and in-depth knowledge and understanding of visionary and strategic leadership.

**Performance**

1. *The administrator facilitates processes and engages in activities that create a shared vision and mission with all stakeholders.*
2. *The administrator uses effective individual and group communication skills.*
3. *The administrator engages others to ensure that a clearly articulated strategic plan is implemented, monitored, evaluated, and revised.*
4. *The administrator acknowledges the contributions of the school community to the realizations of the vision and mission.*
5. *The administrator seeks and allocates resources to support the strategic plan.*
6. *The administrator models professional growth, and supports the professional growth of the community of learners.*
7. *The administrator makes decisions through the application of systems theory.*
8. *The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.*
9. *The administrator demonstrates and encourages strategies to facilitate the improved learning of each student.*
10. *The administrator ensures that each student is educated in an appropriate and the least restrictive learning environment.*
11. *The administrator practices team building, coaching, mediation, negotiation, and consensus building.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Application of Visionary and Strategic Leadership</b>			X

**1.2** Candidates were required to develop a strategic plan (Ed-CIFS 692, Page 3). Analysis of the candidate’s portfolio, candidates’ response and participation to problem based learning projects (PBL’s), and instructor directed activities (change game) provided evidence that candidates have the in-depth ability to perform visionary and strategic leadership.

**Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

**Knowledge**

1. *The administrator understands how to enhance school culture and instructional programs through research, best practice, and curriculum design.*
2. *The administrator knows how to develop and implement a standards-based curriculum that aligns with assessment.*

3. *The administrator understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.*
4. *The administrator understands student growth and development.*
5. *The administrator understands the effective use of assessment and evaluation.*
6. *The administrator understands adult learning and professional development.*
7. *The administrator understands the change process for systems, organizations, and individuals.*
8. *The administrator knows how to effectively use instructional supervision, evaluation, and due process.*
9. *The administrator understands community diversity and its influence on education.*
10. *The administrator understands the essential role of technology in education.*
11. *The administrator understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.*

Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge Understanding of Instructional Leadership</b>			X

- 2.1** Based on the candidates’ reflection papers, instructor’s syllabi, assigned readings, the candidates’ participation in problem based learning projects and the review of the candidates’ portfolios, evidence was presented to establish that candidates had an in-depth knowledge concerning student academic achievement and instructional supervision.

**Performance**

1. *The school administrator oversees the development, implementation, evaluation, and refinement of curriculum and assessment based on research, best practice, teacher expertise, student and community needs, and state and national curriculum standards.*
2. *The administrator promotes a culture of high expectations and life-long learning for self, students, and staff.*
3. *The administrator promotes a school environment in which the responsibilities and contributions of students, parents/guardians, and staff members are valued.*
4. *The administrator promotes effective and innovative research-based instructional strategies.*
5. *The administrator researches a variety of information sources to make decisions that organize and align the school for success.*
6. *The administrator reduces barriers through proactive identification, clarification, and resolution of problems.*
7. *The administrator uses data to monitor student achievement.*
8. *The administrator supervises, evaluates, and assists teachers.*
9. *The administrator creates a learning environment that recognizes diversity.*
10. *The administrator uses and promotes technology to advance student learning, accommodate student needs, professional development, and overall school success.*
11. *The administrator participates in professional organizations.*
12. *The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.*

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Application of Instructional Leadership</b>			X

2.2 Based on the candidates’ signature assignments, examination of candidates’ portfolios and review of their internship experience in which formal staff evaluations were conducted, evidence was clearly established that the candidates have the ability to sustain a successful instructional program that meets the needs of students and staff.

**Standard 3: Management and Organizational Leadership**—A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of each student.

**Knowledge**

1. The administrator understands organizational theories.
2. The administrator understands operational policies and procedures.
3. The administrator knows school safety and security principles and issues.
4. The administrator understands human resources management.
5. The administrator knows sound fiscal operations principles and issues.
6. The administrator knows school facilities and use of space principles and issues.
7. The administrator understands legal issues impacting personnel, management, and operations.
8. The administrator understands current technologies that effectively support management functions.
9. The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.

Element	Unacceptable	Acceptable	Target
<b>3.1 Knowledge Understanding of Management and Organizational Leadership</b>			X

3.1 Interviews with instructors, candidates’ reflection papers, major assignment papers, candidate responses to problem based projects, assigned readings and the instructor’s syllabi provided evidence that candidates have the in-depth knowledge to manage a safe and effective learning and working environment for students and faculty.

**Performance**

1. The administrator uses knowledge of learning, teaching, and student development in making management decisions based on current, valid research.
2. The administrator designs and manages operational and organizational procedures to maximize opportunities for successful learning.

3. *The administrator uses and actively promotes problem-solving and conflict management skills and strategies that foster positive educational outcomes.*
4. *The administrator uses knowledge of collective bargaining and other contractual agreements.*
5. *The administrator implements and monitors high-quality standards related to management performances.*
6. *The administrator manages the operations school facilities, equipment, and support services to provide an environment conducive to learning.*
7. *The administrator involves stakeholders in shared decision-making.*
8. *The administrator recognizes potential problems and opportunities and acts on them in a timely manner.*
9. *The administrator uses effective communication skills.*
10. *The administrator aligns all resources, using appropriate technology available to maximize attainment of school and organizational goals.*
11. *The administrator implements records management that meets confidentiality and documentation requirements.*
12. *The administrator facilitates recruitment, mentoring, coaching, supervision, and evaluation of personnel to accomplish goals of the school and district.*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Application of Management and Organizational Leadership</b>			X

- 3.2** Review of the candidates’ portfolios and internship experiences provided evidence that the candidates had successfully performed several tasks that maintained a safe and organized building environment for students and staff.

**Standard 4: Family and Community Partnerships**—*A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

**Knowledge**

1. *The administrator understands emerging issues and trends impacting families, school, and community.*
2. *The administrator knows resources available in the community.*
3. *The administrator understands public relations, successful partnerships, and marketing strategies.*

Element	Unacceptable	Acceptable	Target
<b>4.1 Knowledge Understanding of Family and Community Partnerships</b>			X

**4.1** Candidate reflection papers of their internship experiences and their portfolio logs, completion of major assigned papers, involvement with problem based learning projects, assigned readings and course syllabi are all supporting evidence of candidates having an in-depth knowledge of how to foster community resources and collaborate with families.

**Performance**

1. *The administrator develops relationships with community leaders through visibility and involvement within the larger community.*
2. *The administrator uses relevant information about family and community concerns, expectations, and needs.*
3. *The administrator facilitates opportunities between the school and community to share resources.*
4. *The administrator establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.*
5. *The administrator integrates community and youth/family services with school programs.*
6. *The administrator facilitates activities that recognize and value diversity within the family, community, school, and district.*
7. *The administrator develops and maintains a comprehensive network of community and media connections.*
8. *The administrator models and supports the use of collaborative skills.*

Element	Unacceptable	Acceptable	Target
<b>4.2 Performance Application of Family and Community Partnerships</b>			X

**4.2** Candidate portfolios that were shared were exemplary in working with families and communities. Specific performances included helping families of diversity understand the common core report card and working in the community with single mothers and children from broken homes.

**Standard 5: Professional and Ethical Leadership**—the school administrator is a professional who demonstrates personal and professional values, ethics, and integrity.

**Knowledge**

1. *The administrator understands the purposes of education.*
2. *The administrator understands the roles of leadership.*
3. *The administrator understands ethical frameworks and perspectives.*
4. *The administrator understands the diverse values of a community.*
5. *The administrator knows the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.*



Element	Unacceptable	Acceptable	Target
<b>5.1 Knowledge Understanding of Professional and Ethical Leadership</b>			X

**5.1** Candidate responses to problem based learning projects (PBLs), which focused upon ethical behavior, candidate reflective papers, course syllabi, assigned reading (“The Fred Factor” (Sanborn, 2004), “Learning from Lincoln: Leadership practices for school success” and interviews provided evidence of the candidates in-depth knowledge of professional ethical behavior.

**Performance**

1. *The administrator behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.*
2. *The administrator demonstrates responsibility for the learning of each student.*
3. *The administrator demonstrates sensitivity regarding the impact of administrative practices on others.*
4. *The administrator demonstrates appreciation for and sensitivity to the diversity in the school community.*
5. *The administrator adheres to the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.*
6. *The administrator requires ethical, professional behavior in others.*
7. *The administrator interacts with all individuals with consistency, fairness, dignity, and respect.*
8. *The administrator implements appropriate policies and facilitates procedures to protect individual rights.*

Element	Unacceptable	Acceptable	Target
<b>5.2 Performance Application of Professional and Ethical Leadership</b>		X	

**5.2** Reviewing candidates’ portfolios (clinical experience), Critical Inquiry Research Projects, internship log sheets, and completers and instructor interviews, provided evidence that candidates demonstrate adequate ability to apply professional and ethical values to promote the success of each student.

**Standard 6: Governance and Legal Leadership**—*A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.*

**Knowledge**

1. *The administrator understands the role of public education in developing and renewing a democratic society and an economically productive nation.*
2. *The administrator knows principles of representative governance that underpin the system of American education.*

3. *The administrator understands the political, social, cultural, and economic systems and processes that support and impact education.*
4. *The administrator understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.*
5. *The administrator understands global issues affecting teaching and learning.*
6. *The administrator understands the dynamics of policy development and advocacy under a democratic political system.*
7. *The administrator understands the importance of diversity and equity in a democratic society.*
8. *The administrator knows the law as related to education.*
9. *The administrator understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.*

Element	Unacceptable	Acceptable	Target
<b>6.1 Knowledge Understanding of Governance and Legal Leadership</b>			X

**6.1** After reviewing course syllabi, instructor lesson plans, candidate responses to problem based learning projects, assigned readings, candidate reflection papers, Critical Learning Projects and guest lectures (Dr. Dave Lachiondo) on school law, the evidence reflected the candidates in-depth knowledge of the political, legal, economic and social context to promote the success of all students.

**Performance**

1. *The administrator facilitates and engages in activities to shape public policy in order to enhance education.*
2. *The administrator facilitates communication with the school community concerning trends, issues, and potential forces affecting education.*
3. *The administrator engages representatives of diverse community groups in ongoing dialogue.*
4. *The administrator develops lines of communication with decision-makers outside of the school community.*
5. *The administrator facilitates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.*
6. *The administrator adheres to the law and district policies.*
7. *The administrator implements appropriate policies and facilitates to protect student rights and improve student opportunities for success.*

Element	Unacceptable	Acceptable	Target
<b>6.2 Performance Application of Governance and Legal Leadership</b>		X	

6.2 Analyzing candidates' portfolios, internship performances (master contract with the district), clinical experience reflection papers, candidates' responses to problem based learning projects and interview with instructors and completers, evidence was established that candidates demonstrated an ability to respond to and influence the larger political, social, economic, legal and cultural context to promote the success of each student.

**Areas for Improvement:**

Boise State University is to be recognized for providing an in-depth, integrated and rigorous school leadership program for potential building administrators.

The use of cohort groups, retreats, class structured modules, featured speakers, knowledgeable practicing administrators/mentors, clinical internship experiences, assigned readings, problem solving learning projects, critical inquiry research projects and candidate portfolios provide the substance and evidence for this commendation.

The following are suggested areas for improvement:

- Align all course syllabus and candidate portfolio organization to the current Idaho Foundation Standards for School Administrators.
- Even though all training modules/classes are face-to-face instruction, more technology needs to be implemented and imbedded into the leadership program.
- A strategy needs to be developed so the leadership program continues to be in contact with completers. This is necessary to collect data on how successful the candidates are in the field after graduation and what adjustments need to be made to the program to insure their continued success.
- Consistency for the success of the program is critical. Turnovers in practicing administrators/mentors and instructional staff need to be held to a minimum. All syllabi, assigned readings, problem based learning projects and requirements for candidate portfolios need to be reviewed annually and kept up to date.
- Organization of the candidate's portfolio needs to be reviewed and clarified. In some cases the candidate placed their performance entry into a standard that did not meet that specific criteria. For example one candidate placed performing staff evaluations and other instructional activities into the standard for building management and organization and placed conducting student discipline into instructional leadership. This creates the question of the candidate's depth of comprehension and understanding of the language in a specific standard. It is also suggested that the candidates reduce the length of their entry artifacts when constructing their portfolio. For example, placing an entire master contract into the portfolio or several pages of a company's technology product, when a less voluminous version would suffice. The candidate should be encouraged to write more text in describing and explaining their performance entries that were generated from their internship experience. The internship and portfolio are critical components of any leadership program because they imbed all of the standards required by the state of Idaho.

**Recommended Action on School Administrator:**

- Approved  
 Approved Conditionally  
 Not Approved

## Rubric for the 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. The superintendent understands the dynamics of systemic change within school districts.
2. 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.
3. The superintendent knows the breadth of P-12 curriculum and instructional programs.
4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
5. The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.
6. The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.
7. The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.
8. The superintendent understands the organizational complexity of school districts.
9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.
10. The superintendent knows the importance of districtwide policy development and effective implementation.

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Understanding Visionary and Strategic Leadership</b>			X

- 1.1** An interview with an instructor, review of the course syllabi, field trips to different school districts and legislature, incorporating problem based learning projects, requiring critical inquiry research projects, a gap analysis of instructional leadership theory, featured speakers (Dr. Wiley Dobbs), assigned readings and major class projects (example: contrast and compare two different school districts strategic plan) gave conclusive evidence that the candidates have an in-depth comprehension and understanding of the dynamics of system change, creating new educational cultures, maximizing system effectiveness, managing curriculum and instruction programs, budgetary procedures, governance relations with the school board, effective collective bargaining and policy development and implementation.

### **Performance**

1. The superintendent promotes districtwide innovation and change through the application of a systems approach.

2. *The superintendent accepts responsibility and promotes strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.*
3. *The superintendent accepts responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.*
4. *The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.*
5. *The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.*
6. *The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.*
7. *The superintendent advises the board of trustees on legal, ethical, and current educational issues.*
8. *The superintendent works effectively within the organizational complexity of school districts.*
9. *The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Application of Visionary and Strategic Leadership</b>		X	

**1.2** Analyzing candidates clinical experience, reviewing intern reflection sheets, reading candidates' responses to class assignments, candidates involvement with problem based learning projects, and an interview with the instructor provided evidence that school superintendent candidates demonstrate an adequate ability to promote district wide innovation and change through the application of a systems approach, accept responsibility and promote strategies for continuous reassessment and improved performance for each student, school and the district. Based on the documented evidence these candidates had an adequate ability to prepare a district budget, maintain school facilities, supervise personnel services and instructional programs, engage in activities that promote an effective governance structure, develop partnerships in and outside the state, create a fair and equitable system of opportunity for all employees, advise the board of trustees on all issues pertaining to education and work within the organizational complexity of a school district involving policy development and implementation.

**Areas for Improvement:**

Boise State University's education specialist program for superintendent certification mirrors the university's education building leadership program at the master's level.

It has five class modules that is blended with face to face instruction and technology and has integrated course subjects such as school finance, school law, policies and politics, theory change, systems management, negotiations, etc. into it's curriculum.

Instructional strategies that drive this program are established cohort groups with a maximum of fifteen candidates, educational retreats, featured speakers, clinical internships, candidate portfolios, assigned readings, problem solving learning projects, critical inquiry research projects and candidate reflection

College/University: Boise State University Review Dates: March 5-8, 2016

papers. The success of this program is exemplified by the fact the second cohort group is already full at 15 candidates.

The following are suggested areas for improvement:

- Align all course syllabus and candidate portfolio organization to the recently adopted Idaho Standards for School Superintendents.
- Increase the number of internship hours from 250 to a number that would justify a target rating for performance in rubric 1.2.
- All syllabi, assigned readings, problem based learning projects and requirements for candidate portfolios need to prepare the candidates for employment in rural school districts as well as urban.
- A strategy needs to be developed so the leadership program continues to be in contact with completers.

**Recommended Action on Superintendent:**

       Approved  
  X   Approved Conditionally  
       Not Approved

Note: This rating was changed from approved to approve conditionally because according to state policy a program cannot receive an approved rating until they have graduated candidates. Boise State University is in the second year of their first cohort class for the Superintendent program.

**Rubrics for the Idaho Foundation Standards for Social Studies Teachers**

**State Program Approval Rubric for Teacher Preparation Programs**

**Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

**Knowledge**

1. *The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).*
2. *The teacher understands the ways various governments and societies have changed over time.*
3. *The teacher understands ways in which independent and interdependent systems of trade and production develop.*
4. *The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.*
5. *The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.*
6. *The teacher understands geography affects relationships between people, and environments over time.*
7. *The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>1.1 Knowledge Understanding Subject Matter</b>		X	

- 1.1 Interviews with Completers, Praxis II scores, checking student files, course syllabi, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of Social Studies disciplines (i.e., history, economics, geography, and political science).

**Performance**

1. The teacher demonstrates chronological historical thinking
2. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.
3. The teacher integrates knowledge from the social studies in order to prepare students to live in a world with limited resources, cultural pluralism, and increasing interdependence.
4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.
5. The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		X	

- 1.2 Teacher lesson plans, interviewing university liaisons, and Liaison and Mentor teacher summative evaluations provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect Social Studies content.

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

**Knowledge**

1. The teacher understands the influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of student environment on student learning,

Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge Understanding Human Development and Learning</b>		X	

- 2.1 Interviews with completers, Praxis II scores, checking student files and transcripts, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of teaching and learning fundamentals and an adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development.



**Performance**

1. *The teacher provides opportunities for students to engage in civic life, politics, and government.*

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Provide Opportunities for Development</b>		X	

2.2. Interviews with completers, analyzing teacher lesson plans, and interviewing university liaison provide evidence that teacher candidates demonstrate an adequate ability to provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences.

## Economics

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

### **Knowledge**

1. The teacher understands basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, supply and demand credit/debt, market incentives, interest rate, and imports/exports).
2. The teacher understands the functions of money.
3. 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. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, stock markets, banking institutions, and labor unions).
5. The teacher understands how economic institutions shaped history and influence current economic practices.
6. The teacher understands the principles of sound personal finance and entrepreneurship.
7. The teacher understands fiscal and monetary policy.

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Understanding Subject Matter</b>		X	

- 1.1** Interviews with completers and professors, Praxis II scores, checking student files, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of basic economic concepts and models; the influences on economic systems; different types of economic institutions and how they differ from one another; and the principles of sound personal finance.

### **Performance**

1. The teacher demonstrates comprehension and analysis of economic principles and concepts.
2. The teacher engages students in the application of economic concepts in their roles as consumers, producers, and workers.
3. The teacher uses graphs, models, and equations to illustrate economic concepts.

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		X	

College/University: Boise State University Review Dates: March 5-8, 2016

1.2 Completer interviews, professor interviews, analyzing teacher lesson plans, Liaison and Mentor teacher summative evaluations, and interviewing university liaisons provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately teach economics content.

**Areas for Improvement:**

**Recommended Action on Economics:**

- Approved
- Approved Conditionally
- Not Approved

## Government and Civics

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

### **Knowledge**

1. *The teacher understands the relationships between civic life, politics, and government.*
2. *The teacher understands the foundations of government and constitutional and principles of the United States political system.*
3. *The teacher understands the organization of local, state, federal, and tribal governments, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.*
4. *The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).*
5. *The teacher understands the role of public policy in shaping the United States political system.*
6. *The teacher understands the civic responsibilities and rights of all individuals in the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).*
7. *The teacher understands the characteristics of effective leadership.*

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Understanding Subject Matter</b>		X	

- 1.1** Interviews with completers and professors, Praxis II scores, checking candidate files, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of government and civics, political systems, structures of the United States Government, foreign policy, and global perspectives.

### **Performance**

1. *The teacher promotes student engagement in civic life, politics, and government.*
2. *The teacher demonstrates comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.*
3. *The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.*
4. *The teacher integrates global perspectives into the study of civics and government.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		X	

College/University: Boise State University Review Dates: March 5-8, 2016

**1.2** Completer interviews, professor interviews, analyzing teacher lesson plans, Liaison and Mentor teacher summative evaluations, and interviewing university liaisons provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately teach Government and Civics.

**Areas for Improvement:**

**Recommended Action on Government and Civics:**

- Approved
- Approved Conditionally
- Not Approved

## History

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

### **Knowledge**

1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
3. The teacher understands how international relations impacted the development of the United States.
4. The teacher understands how significant compromises and conflicts defined and continue to define the United States.
5. The teacher understands the political, social, cultural, and economic development of the United States.
6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.
7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Understanding Subject Matter</b>		X	

- 1.1** Interviews with completers and professors, Praxis II scores, checking candidate files, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of world and United States History, and the impacts of political, social, religious, gender, and cultural themes.

### **Performance**

1. The teacher makes connections between political, social, cultural, and economic themes and concepts.
2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
3. The teacher facilitates student inquiry on how international relationships impact the United States.
4. The teacher relates the role of conflicts to continuity and change across time.
5. The teacher demonstrates an ability to research, analyze, and interpret history.

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		X	

**1.2** Completer interviews, professor interviews, analyzing teacher lesson plans, Liaison and Mentor teacher summative evaluations, and interviewing university liaisons provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately teach History. Additionally, candidates demonstrate an ability to make connections and provide opportunity for inquiry.

**Areas for Improvement:**

**Recommended Action on History:**

- Approved
- Approved Conditionally
- Not Approved

**Rubrics for the Idaho Standards for Special Education Generalists**

**State Program Approval Rubric for Teacher Preparation Programs**

**Candidate Performance Relative to the Idaho Standards**

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

In addition to the standards listed here, special education teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

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

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Special Education Generalist 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. *The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.*
2. *The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.*
3. *The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.*

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Subject Matter and Structure of the Discipline</b>			X



**1.1** Perusing course syllabi, candidate work samples, and interviews with candidates, completers and mentor teachers provide evidence that candidates demonstrate an in-depth understanding of the benefits, strengths, and constraints of theories and educational models in special education practice.

**Performance**

1. The teacher demonstrates the application of theories and research-based educational models in special education practice.
2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		X	

**1.2** Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans provided evidence that teacher candidates demonstrate an adequate ability to apply the theories and educational models of special education practice.

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

**Knowledge**

1. The teacher understands how the learning patterns of students with disabilities may differ from the norm.

Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge Understanding Human Development and Learning</b>		X	

**2.1** Interviews with mentor teachers, student teachers, and program completers, as well as reviews of course syllabi and candidate work samples provide evidence that teacher candidates strongly demonstrate adequate understanding of how the learning patterns of students with disabilities may differ from the norm.

**Performance**

1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/

*manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.*

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance</b> <b>Provide Opportunities for Development</b>		X	

**2.2** Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to apply the research-supported instructional strategies and practices to provide effective instructions in academic and nonacademic areas for students with disabilities.

**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**

- The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.*
- The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).*
- The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).*

Element	Unacceptable	Acceptable	Target
<b>3.1 Knowledge</b> <b>Understanding of Individual Learning Needs</b>			X

**3.1** Course syllabi and candidate work samples, as well as interviews with mentor teachers, student teachers, and program completers provided evidence that teacher candidates demonstrate an in-depth understanding of educational implications of exceptional conditions and strategies for accommodating and adapting curriculum and instruction for students with disabilities.

**Performance**

- The teacher individualizes instruction to support student learning and behavior in various settings.*
- The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.*

3. *The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.*

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Accommodating Individual Learning Needs</b>		X	

- 3.2 Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to individualize instruction and provide support for student learning.

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

**Knowledge**

1. *The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening)*
2. *The teacher understands the developmental nature of social skills.*
3. *The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.*
4. *The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.*

Element	Unacceptable	Acceptable	Target
<b>4.1 Knowledge Understanding of multiple learning strategies</b>		X	

- 4.1 Interviews with mentor teachers, student teachers, and program completers, as well as reviews of course syllabi and candidate work samples provide evidence that teacher candidates demonstrate adequate understanding of how to design and implement instructional programs to support academic and social development of students with disabilities.

**Performance**

1. *The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.*
2. *The teacher designs, implements, and evaluates instructional programs that enhance a student's participation in the family, the school, and community activities.*
3. *The teacher advocates for and models the use of appropriate social skills.*

4. *The teacher provides social skills instruction that enhances student success.*
5. *The teacher creates an accessible learning environment through the use of assistive technology.*
6. *The teacher demonstrates the ability to implement strategies that enhance students' expressive and receptive communication.*

Element	Unacceptable	Acceptable	Target
<b>4.2 Performance Application of multiple learning strategies</b>		X	

**4.2** Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provide evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs to support academic and social development of students with disabilities. In particular, the candidate who was interviewed enthusiastically listed multiple academic support approaches and social development techniques he planned to use with students during the day. He also spoke of learning to interact with parents.

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

**Knowledge**

1. *The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.*
2. *The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).*
3. *The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).*
4. *The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.*
5. *The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.*

Element	Unacceptable	Acceptable	Target
<b>5.1 Knowledge Understanding of Classroom Motivation and Management Skills</b>		X	

**5.1** Interviews with mentor teachers and a student teacher, as well as reviews of course syllabi and candidate work samples evidence is provided that teacher candidates demonstrate adequate knowledge of theories of behavior concerning students with disabilities.

**Performance**

1. *The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.*
2. *The teacher coordinates the implementation of behavior plans with all members of the educational team.*
3. *The teacher creates an environment that encourages self-advocacy and increased independence.*
4. *The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.*
5. *The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.*

Element	Unacceptable	Acceptable	Target
<b>5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments</b>		X	

**5.2** Having observed and interviewed a K-12 Special Education student teacher, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to develop and implement positive behavior supports for students with disabilities.

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

**Knowledge**

1. *The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.*
2. *The teacher knows strategies and techniques that facilitate communication for students with disabilities.*

Element	Unacceptable	Acceptable	Target
<b>6.1 Knowledge Communication Skills</b>		X	

**6.1** Interviews with mentor teachers and a student teacher, reviews of course syllabi and candidate work samples provide evidence that teacher candidates demonstrate adequate knowledge of a variety of

verbal and non-verbal communication techniques that expand the communication skills of students with disabilities.

**Performance**

1. *The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.*
2. *The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.*

Element	Unacceptable	Acceptable	Target
<b>6.2 Performance Application of Thinking and Communication Skills</b>		X	

**6.2** Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a cooperating teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to use a variety of verbal communication techniques that expand the communication skills of students with disabilities.

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

**Knowledge**

1. *The teacher understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.*
2. *The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.*
3. *The teacher understands the general education curriculum and state standards developed for student achievement.*

Element	Unacceptable	Acceptable	Target
<b>7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals</b>		X	

**7.1** Interviews with mentor teachers and a student teacher, reviews of course syllabi and candidate work samples provide evidence that teacher candidates demonstrate adequate knowledge of curricular and instructional practices used in the development of skills for students with disabilities.

**Performance**

1. *The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.*
2. *The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.*
3. *The teacher evaluates and links the student’s skill development to the general education curriculum.*
4. *The teacher develops and uses procedures for monitoring student progress toward individual learning goals.*
5. *The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.*
6. *The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.*
7. *The teacher develops opportunities for career exploration and skill development in community-based settings.*
8. *The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.*
9. *The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.*

Element	Unacceptable	Acceptable	Target
<b>7.2 Performance Instructional Planning Skills in Connection with Students’ Needs and Community Contexts</b>		X	

**7.2** Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that candidates demonstrate an adequate ability to design and implement individualized instructional programs for students with disabilities.

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

**Knowledge**

1. *The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.*
2. *The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.*
3. *The teacher understands how to assist colleagues in designing adapted assessments.*
4. *The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.*

5. *The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.*
6. *The teacher knows the appropriate accommodations and adaptations for state and district assessments.*

Element	Unacceptable	Acceptable	Target
<b>8.1 Knowledge Assessment of Student Learning</b>		X	

**8.1** Interviews with mentor teachers and a student teacher, as well as reviews of course syllabi and candidate work samples provide evidence that teacher candidates demonstrate adequate understanding of instruments and procedures that comply with legal and ethical concerns regarding the assessment of students with disabilities.

***Performance***

1. *The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.*
2. *The teacher collaborates with families and professionals involved in the assessment of students with disabilities.*
3. *The teacher gathers background information regarding academic, medical, and social history.*
4. *The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.*
5. *The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.*
6. *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.*

Element	Unacceptable	Acceptable	Target
<b>8.2 Performance Using and Interpreting Program and Student Assessment Strategies</b>		X	

**8.2** Having observed and interviewed a K-12 Special Education student teacher, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to facilitate and/or conduct assessments that comply with legal and ethical concerns regarding students with disabilities.



**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 (same as Generalist Rubrics).**

**Performance**

1. *The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.*

Element	Unacceptable	Acceptable	Target
<b>9.2 Performance Developing in the Art and science of Teaching</b>		X	

**9.2** Having observed and interviewed a K-12 Special Education student teacher, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to practice within the Council for Exceptional Children Code of Ethics and other standards and policies of the professions.

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

**Knowledge**

1. *The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.*
2. *The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.*
3. *The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.*
4. *The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.*
5. *The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.*
6. *The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.*
7. *The teacher knows how to train or access training for paraprofessionals.*
8. *The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.*

Element	Unacceptable	Acceptable	Target
<b>10.1 Knowledge Understanding the Roles of Students, Colleagues, Parents/Guardians, and Community in Partnerships</b>		X	

**10.1** Interviews with mentor teachers and a student teacher, reviews of course syllabi and candidate work samples provided evidence that teacher candidates demonstrate adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

**Performance**

1. *The teacher facilitates communication between the educational team, students, their families, and other caregivers.*
2. *The teacher trains or accesses training for paraprofessionals.*
3. *The teacher collaborates with team members to develop effective student schedules.*
4. *The teacher communicates the benefits, strengths, and constraints of special education services.*
5. *The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.*
6. *The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).*
7. *The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.*
8. *The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.*
9. *The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.*

Element	Unacceptable	Acceptable	Target
<b>10.2 Performance Interacting with Students, Interacting in with Colleagues, Parents/Guardians, and Community in Partnerships</b>		X	

College/University: Boise State University Review Dates: March 5-8, 2016

**10.2** Having observed and interviewed a K-12 Special Education student teacher, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to interact and collaborate with students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

**Areas for Improvement:**

1. Perhaps a more implicit lesson/focus on the Council for Exceptional Children Code of Ethics would be in order to tie together the pieces and parts taught throughout the program.
2. Working with paraprofessionals is an area that could use more development.

**Recommended Action on Special Education Generalist:**

X Approved  
Approved Conditionally  
Not Approved

**Rubrics for the Idaho Foundation Standards for Visual and Performing Arts Teachers**

**State Program Approval Rubric for Teacher Preparation Programs**

**Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

***Knowledge***

1. *The teacher understands the history and foundation of arts education.*
2. *The teacher understands the processes and content of the arts discipline being taught.*
3. *The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.*
4. *The teacher understands how to interpret, critique, and assess the arts discipline being taught.*
5. *The teacher understands the cultural and historical contexts surrounding works of art.*
6. *The teacher understands that the arts communicate, challenge, and influence cultural and societal values.*
7. *The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).*
8. *The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students’ personal and/or career interests.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>1.1 Knowledge Understanding Subject Matter</b>		<b>X</b>	

**1.1** A review of multiple course syllabi in Music, Art and Theatre, Praxis II scores, completer interviews, professor interviews, mentor teacher interviews and GPA analysis show that the program provides evidence that teacher candidates demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts, and a technical and expressive proficiency in a particular area of the visual and performing arts.

**Performance**

1. *The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.*
2. *The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.*
3. *The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.*
4. *The teacher helps students identify relationships between the arts and a comprehensive curriculum.*
5. *The teacher provides instruction to make a broad range of art genres and relevant to students.*
6. *The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.*
7. *The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		<b>X</b>	

**1.2** A review of lesson plans, unit plans, photographs of candidates in action, formative observations, syllabi, and I-PLPs shows that the program provides evidence that teacher candidates demonstrate an adequate ability to help students create, understand, and participate in the traditional, popular, folk and contemporary arts as relevant to the students' interests and experiences and an ability to instruct students in interpreting and judging their own artworks, as well as the works of others.

**7.1 Knowledge of Instructional Planning Skills – Teacher plans and prepares instruction based on knowledge of subject matter, students, the community and curriculum goals.**

**Knowledge**

1. *The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.*
2. *The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.*

Element	Unacceptable	Acceptable	Target
<b>7.1 Knowledge Instructional Planning Skills</b>		<b>X</b>	

**7.1** The education core and arts education curricula provide numerous opportunities for candidates to plan and prepare instruction based on knowledge of subject matter. Evidence reviewed in S-PAT information, multiple syllabi for Art, Theatre and Music and I-PLP also indicates that candidates understand that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative in nature.

**Performance**

1. *The teacher incorporates state standards for the arts discipline in his or her instructional planning.*
2. *The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.*

Element	Unacceptable	Acceptable	Target
<b>7.2 Performance Instructional Planning</b>		X	

**7.2** A review of Music, Art and Theatre candidate lesson plans, Professional Year Long Plans within the Professional Year Assessment (PYA), and interviews with candidates and completers indicate that candidates are able to refer to the appropriate standards, as well as demonstrate sequential instruction, knowledge of subject matter, students, the community, and curriculum goals.

**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 teaching effectiveness.**

**Knowledge**

1. *The teacher understands assessment strategies specific to the creative process.*
2. *The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.*
3. *The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, and performance/presentation).*

Element	Unacceptable	Acceptable	Target
<b>8.1 Knowledge Assessment of Student Learning</b>		X	

**8.1** A review of candidate created quizzes, candidate created thematic unit, Lesson plans, completer interviews and class syllabi provide ample opportunities for arts education candidates to understand, use, and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

**Performance**

1. *The teacher assesses students' learning and creative processes as well as finished products.*
2. *The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.*
3. *The teacher provides a variety of arts assessments to evaluate student performance.*

Element	Unacceptable	Acceptable	Target
<b>8.2 Performance Using and Interpreting Program and Student Assessment Strategies</b>		X	

**8.2** A review of Music, Art and Theatre lesson plans, PYPs, completer interviews, photos of teaching in action, candidate created quizzes, note fact sheets and power point presentations show adequate evidence that candidates demonstrate the ability to assesses students' learning and creative processes as well as finished products, provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts, and provides a variety of arts assessments to evaluate student performance.

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

**Knowledge**

1. *The teacher understands the importance of continued professional growth in his or her discipline.*

Element	Unacceptable	Acceptable	Target
<b>9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners</b>			X

**9.1** A review of S-PAT analysis of candidates and candidate self-reflections, professor comments on observations, completer and professor interviews, multiple class syllabi in Art, Music and Theatre, and unit plans on community involvement provides evidence that teacher candidates demonstrate a broad, in-depth knowledge of professional commitment and responsibility as a reflective practitioner.

**Performance**

1. *The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).*

Element	Unacceptable	Acceptable	Target
<b>9.2 Performance Developing in the Art and Science of Teaching</b>			<b>X</b>

**9.2** A review of multiple syllabi in Art, Music and Theatre, completer and professor interviews, candidate lesson plan samples of unit plans, information provided from candidates and completers about professional association memberships and evidence of candidate created videos and handouts of presentations at professional conferences shows that the program provides evidence that the teacher candidates contribute to his or her discipline (e.g., exhibits, performances, publications, and presentations) with a broad, in-depth ability to develop in the art and science of teaching.

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

**Knowledge**

1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
2. The teacher understands the unique relationships between the arts and their audiences.

Element	Unacceptable	Acceptable	Target
<b>10.1 Knowledge Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships</b>		<b>X</b>	

**10.1** A review of candidate created lesson plan units, completer interviews, and professor interviews show that the program provides evidence that teacher candidates have an adequate knowledge of how to promote the arts for the enhancement of the school and the community.

**Performance**

1. The teacher promotes the arts for the enhancement of the school and the community.
2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.



Element	Unacceptable	Acceptable	Target
<b>10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships</b>		X	

**10.2** A review of candidate lessons in theatre units and art units, completer interviews and professor interviews show that the program provides evidence that teacher candidates demonstrate adequate knowledge of how to promote the arts for the enhancement of the school and the community.

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

**Knowledge**

- The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.*
- The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.*

Element	Unacceptable	Acceptable	Target
<b>11.1 Knowledge Creating and Managing a Safe, Productive Learning Environment</b>		X	

**11.1** A review of completer interviews information on Theatre tech class and stage management class, candidate created quizzes, and safety permission slip, mentor teacher interviews and professor interviews the program provides evidence that teacher candidates demonstrate an adequate knowledge of creating and managing a safe, productive learning environment.

**Performance**

- The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.*
- The teacher manages the simultaneous activities that take place daily in the arts classroom.*
- The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.*

Element	Unacceptable	Acceptable	Target
<b>11.2 Performance</b> <b>Creating and</b> <b>Managing a Safe,</b> <b>Productive Learning</b> <b>Environment</b>		X	

**11.2** A review of completer interviews, information on Theatre technology class and stage management class, candidate created quizzes, a tools safety check off assignment, safety permission slip, mentor teacher interviews and professor interviews the program provides evidence that teacher candidates demonstrate an adequate ability to create and manage a safe, productive learning environment.

## Drama

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

### **Knowledge**

1. *The teacher knows the history of theater as a form of entertainment and as a societal influence.*
2. *The teacher knows the basic theories and processes of play writing.*
3. *The teacher understands the history and process of acting and its various styles.*
4. *The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).*
5. *The teacher understands the theory and process of directing theater.*

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Understanding Subject Matter</b>			<b>X</b>

- 1.1** A review of lesson plans, videos, project rubrics, advising checklists, midterm exams, and multiple syllabi in Theater demonstrates that the candidates demonstrate an in-depth knowledge of the history of theater as a form of entertainment and as a societal influence, the basic theories and processes of play writing, the history and process of acting and its various styles, the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound), and the theory and process of directing theater.

### **Performance**

1. *The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright's intent.*
2. *The teacher supports individual interpretation of character, design, and other elements inherent to theater.*
3. *The teacher demonstrates proficiency in all aspects of technical theatre.*
4. *The teacher is able to direct shows for public performance.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>			<b>X</b>

- 1.2** A review of lesson plans in pantomime, improv, stage craft, playwriting and voice, candidate generated presentations, video regarding prop usages, completer and professor interviews and candidate generated substitute lessons plans provides evidence that teacher candidates demonstrate an in-depth ability to incorporates various styles of acting techniques to communicate character and to honor the

playwright’s intent, support individual interpretation of character, design, and other elements inherent to theater, direct shows for public performance, and demonstrates proficiency in all aspects of technical theatre.

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

**Knowledge**

1. The teacher understands how to safely operate and maintain the theatre facility.
2. The teacher understands how to safely operate and maintain technical theatre equipment.
3. The teacher understands OSHA and State Safety standards specific to the discipline.
4. The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Element	Unacceptable	Acceptable	Target
<b>11.1 Knowledge Creates and Manages a Safe, Productive Learning Environment</b>		X	

**11.1** A review of completer interviews information on Theatre tech class and stage management class, candidate created quizzes, and safety permission slip, mentor teacher interviews and professor interviews the program provides evidence that teacher candidates demonstrate adequate knowledge of creating and managing a safe, productive learning environment

**Performance**

1. The teacher can safely operate and maintain the theatre facility.
2. The teacher can safely operate and maintain technical theatre equipment.
3. The teacher employs OSHA and State Safety standards specific to the discipline.
4. The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Element	Unacceptable	Acceptable	Target
<b>11.1 Knowledge Creates and Manages a Safe, Productive Learning Environment</b>		X	

**11.1** A review of Completer interviews information on Theatre tech class and stage management class, Candidate created quizzes, a tools safety check off assignment, safety permission slip, mentor teacher interviews and professor interviews the program provides evidence that teacher candidates demonstrate an adequate ability to create and manage a safe, productive learning environment.

College/University: Boise State University Review Dates: March 5-8, 2016

**Areas for Improvement:**

**Recommended Action on Drama:**

- Approved
- Approved Conditionally
- Not Approved

## Visual Arts

**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 student.**

### **Knowledge**

1. The teacher understands a variety of media, styles, and techniques in multiple art forms.
2. The teacher has knowledge of individual artists' styles and understands the historical movements and cultural contexts of those works.
3. The teacher understands the elements and principles of art and how they relate to quality in works of art.
4. The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.
5. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist's statement.
6. The teacher understands the value of visual art as an expression of our culture and possible career choices.

Element	Unacceptable	Acceptable	Target
<b>1.1 Knowledge Understanding Subject Matter</b>		X	

- 1.1** A review of multiple course syllabi in Art, Praxis II scores, GPA data and S-PAT information shows the program provides evidence that the teacher candidates demonstrate an adequate understanding of formal, and expressive aesthetic qualities of the visual arts; a variety of media, styles, and techniques in multiple art forms; and the historical and contemporary meanings of visual culture.

### **Performance**

1. The teacher applies a variety of media, styles, and techniques in multiple art forms.
2. The teacher instructs students in individual artist styles and understands historical movements and cultural context of the those work
3. The teacher applies the elements and principles of art and how they relate to quality in works of art.
4. The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum
5. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.
6. The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.
7. The teacher makes reasoned and insightful selections of works of art to support teaching goals.
8. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.
9. The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>		X	

**1.2** A review of multiple Art lesson plans dealing with assessment, vocab instruction and a variety of art forms, S-PAT information, and syllabi shows the program provides evidence that the teacher candidates apply adequate knowledge of formal and expressive aesthetic qualities to communicate ideas and instructs students in the historical and contemporary meanings of visual culture.

**Areas for Improvement:**

**Recommended Action on Visual Arts:**

- X Approved
- Approved Conditionally
- Not Approved

## **Rubrics for the Idaho Standards for World Languages Teachers**

### **State Program Approval Rubric for Teacher Preparation Programs**

#### **Candidate Performance Relative to the Idaho Standards**

The Idaho Standards for Initial Certification 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 rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

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

***Knowledge***

1. *The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.*
2. *The teacher knows the target culture(s) in which the language is used.*
3. *The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.*
4. *The teacher knows the history, arts, and literature of the target culture(s).*
5. *The teacher knows the current social, political, and economic realities of the countries related to the target language.*
6. *The teacher understands how the U.S. culture perceives the target language and culture(s).*
7. *The teacher understands how the U.S. is perceived by the target language culture(s).*
8. *The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.*

<b>Element</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>1.1 Knowledge Understanding Subject Matter</b>		X	



- 1.1** Syllabi review (multiple syllabi from foreign language courses in French, Spanish, and German) and an ACTFL Presentation show the program provides evidence that teacher candidates demonstrate adequate understanding of state and national foreign language standards, language skills, and target cultures.

**Performance**

1. *The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.*
2. *The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.*
3. *The teacher promotes the value and benefits of world language learning to students, educators, and the community.*
4. *The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.*
5. *The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.*
6. *The teacher systematically incorporates culture into instruction.*
7. *The teacher incorporates discussions of the target culture’s contributions to the students’ culture and vice-versa.*
8. *The teacher encourages students to understand that culture and language are intrinsically tied.*

Element	Unacceptable	Acceptable	Target
<b>1.2 Performance Making Subject Matter Meaningful</b>			X

- 1.1** Audio evidence, classroom observation, along with both completer and employer interviews provides evidence that teacher candidates demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a language and cultural learning experience in the target language.

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

**Knowledge**

1. *The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.*
2. *The teacher understands that cultural knowledge is essential for the development of second language acquisition.*
3. *The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.*
4. *The teacher knows the methodologies and theories specific to second language acquisition.*

5. *The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.*

Element	Unacceptable	Acceptable	Target
<b>2.1 Knowledge Understanding Human Development and Learning</b>		X	

- 2.1 Syllabi, course content, and interviews show the program provides evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills. Knowledge evidence could be strengthened with more documentation.

***Performance***

- The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.*
- The teacher integrates cultural knowledge into language instruction.*
- The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.*
- The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.*
- The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.*

Element	Unacceptable	Acceptable	Target
<b>2.2 Performance Provide Opportunities for Development</b>		X	

- 2.2 Video evidence, a candidate ePortfolio, and interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to build upon native language skills with new, sequential, long- range, and continuous experiences in the target language.

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

**Knowledge**

1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.
2. The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

Element	Unacceptable	Acceptable	Target
<b>3.1 Knowledge Understanding of Individual Learning Needs</b>		X	

3.1 Document review (syllabi for two courses and course calendars) shows the program provides evidence that teacher candidates demonstrate adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others. Knowledge evidence could be strengthened with more documentation.

**Performance**

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.
2. The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

Element	Unacceptable	Acceptable	Target
<b>3.2 Performance Accommodating Individual Learning Needs</b>		X	

3.1 Portfolios, video, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to create a learning activity that enables students to grasp the significance of cultural differences and similarities.

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

**Knowledge**

1. The teacher understands that world languages methodologies continues to change in response to emerging research.

2. *The teacher understands instructional practices that balances content-focused and form-focused learning.*
3. *The teacher knows instructional strategies that foster higher-level thinking skills such as critical-thinking and problem solving.*

Element	Unacceptable	Acceptable	Target
<b>4.1 Knowledge Understanding of multiple learning strategies</b>		X	language instruction.

**4.1** Syllabi review, course calendars, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate adequate understanding of how to use and adapt authentic materials for foreign language instruction. Knowledge evidence could be strengthened with more documentation.

***Performance***

1. *The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.*
2. *The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.*
3. *The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.*

Element	Unacceptable	Acceptable	Target
<b>4.2 Performance Application of multiple learning strategies</b>		X	

**4.2** Video, portfolio, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction. Knowledge evidence could be strengthened with more documentation.

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

**Knowledge**

1. The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.
2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Element	Unacceptable	Acceptable	Target
<b>5.1 Knowledge Classroom Motivation and Management Skills</b>		X	

5.1 Syllabi, video samples, and PYA documentation show the program provides evidence that teacher candidates demonstrate adequate understanding of classroom motivation and management skills. Knowledge evidence could be strengthened with more documentation.

**Performance**

1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

Element	Unacceptable	Acceptable	Target
<b>5.2 Performance Classroom Motivation and Management Skills</b>		X	

5.2 Video, PYA documentation, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate an ability to create 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 inquiry, collaboration, and supportive interaction in and beyond the classroom.**

**Knowledge**

1. The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Element	Unacceptable	Acceptable	Target
<b>6.1 Knowledge Communication Skills</b>		X	

**6.1** Course syllabus content, course calendar, and observations of completers show the program provides evidence that teacher candidates demonstrate an adequate understanding of communication skills. Knowledge evidence could be strengthened with more documentation.

***Performance***

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

Element	Unacceptable	Acceptable	Target
<b>6.2 Performance Communication Skills</b>		X	

**6.2** Videos, clinical year performance documentation, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

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

***Knowledge***

- 1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.*
- 2. The teacher knows how to design lesson plans, based on ACTFL Standards, research-based practices and a variety of proficiency guidelines, that enhance student understanding of the target language and culture.*
- 3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.*

Element	Unacceptable	Acceptable	Target
<b>7.1 Knowledge Instructional Planning Skills</b>		X	

7.1 Course syllabi, course content, and lesson plan guidelines documentation show the program provides evidence that teacher candidates demonstrate an adequate understanding of how to incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning.

**Performance**

1. *The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.*
2. *The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.*
3. *The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.*

Element	Unacceptable	Acceptable	Target
<b>7.2 Performance Instructional Planning</b>			

7.2 Portfolio, professional year performance documentation, and completer/employer interviews show the program provides evidence that teacher candidates incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning.

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

**Knowledge**

1. *The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.*
2. *The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.*
3. *The teacher understands the importance of assessing the content and the form of communication.*

Element	Unacceptable	Acceptable	Target
<b>8.1 Knowledge Assessment of Student Learning</b>		X	

**8.1** Course syllabi, teacher candidates' ePortfolio, and PYA show the program provides evidence that teacher candidates demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.

**Performance**

1. *The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.*
2. *The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.*
3. *The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.*
4. *The teacher appropriately assesses for both the content and form of communication.*

Element	Unacceptable	Acceptable	Target
<b>8.2 Performance Using and interpreting program and student assessment strategies</b>		X	

**8.2** Portfolios, PYA documentation, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to use formal and informal assessment techniques to enhance individual student competencies in foreign language learning and modify teaching and learning strategies.

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

**Knowledge**

1. *The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.*
2. *The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.*



3. *The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.*
4. *The teacher understands the effects of second language study on first language.*

Element	Unacceptable	Acceptable	Target
<b>10.1 Knowledge Interacting with Colleagues, Parents, and Community in Partnerships</b>		X	

**10.1** Interviews with employers, syllabi review, and lesson content show the program provides evidence that teacher candidates demonstrate an adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture.

***Performance***

1. *The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.*
2. *The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.*
3. *The teacher encourages students to participate in community experiences related to the target culture.*
4. *The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.*

Element	Unacceptable	Acceptable	Target
<b>10.2 Performance Utilization of community resources.</b>		X	

**10.2** Candidate PYA, candidate work reflections, and candidate ePortfolios show the program provides evidence that teacher candidates demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.

**Areas for Improvement:**

It is evident that the FORLNG 410 course “Approaches to Foreign Language Education” is well designed, implemented, and is received well by candidates, but appears to carry the load of responsibility for all methods and content specific to teaching a foreign language.

**Recommended Action on World Languages:**

Approved

Approved Conditionally

Not Approved

## Interview Participants

### **Boise State Faculty/Administrators**

Keith Allred	Patricia Hampshire	Tony Roark
Sarah Anderson	Sara Hagenah	Bruce Robbins
Kelly Arispe	Chris Haskell	Arturo Rodriguez
Leslie Atkins	Serena Hicks	Olga Salinas
Young Baek	Michael Humphrey	Martin Schimpf
Ken Bell	Adam Johnson	Carl Seibert
Lisa Beymer	Brent Jons	Marcel Serpe
John Bieter	Lori Conlon Kahn	Carrie Semmelroth
Jonathan Brendefur	Phil Kelly	Jane Shimon
Meredith Bronson	Kathleen Keys	Barb Smith
Kathleen Budge	Dick Kinney	Jan Smith
Michele Carney	Richard Klautsch	Chareen Snelson
Deb Carter	Carolyn Loffer	Jennifer Snow
Wanchen Chang	Patrick Lowenthal	Roger Stewart
Maggie Chase	Susan Martin	Keith Thiede
Yu-hui Ching	Greg Martinez	Tatia Tortorica
Brad Coats	Dan Massimino	Jesus Trespalacios
Clay Cox	Shannon McCormick	Lee Ann Tysseling
Kelly Cross	Kris Messler	Diana Walsh
Sherry Dismuke	Margaret Mulhern	Julianne Wenner
Diana Doumas	Rich Osguthorpe	Matt Wigglesworth
Diana Esbensen	Claudia Peralta	Karen Viskupic
Timothy Fahlen	Elisa Pharris	Dazhi Yang
Lori Pierce French	Juli Pool	Jyh-haw Yeh
Karen Finch	Marv Quinton	A.J. Zenkert
Wayne Fischer	Russ Redmon	
David Gabbard	Kerry Rice	

### **Program Completers**

Clarisa Babauta	Matt Hampton	Gracie Nelson
Claudia Beltran	Danielle Hooper	Luigi Nova
Dani Daw	Katie Ilg	Courtney Poncia
Bailey Folwell	Jennifer Jarvis	Jesse Randolph
Christine Chang	Jasmine Flemming	Robin Stroup
Gillespie	Locke	Greg Tovey
Hali Goodrich	Lauren Lucas	Delanie Williams
Amy Griffin	Natalie McLachlan	

### **Current Candidates**

Madison Altorfer  
Ashley Bates  
Katie Downs  
Zachary Hauseman  
Paige Holloway  
Katrina Johnson  
Nate Lowery

Kendra Medera  
Angel Miraya  
Adam Nunez  
Zak Porter  
Kailee Quinn  
Anthony Ramos  
McCall Shearer

Karlie Standley  
Yule Stimpson  
Sofia Soto  
Kayden Tague  
David Wacker  
Zach Wheaton

### **Employers/Principals/Mentor Teachers/Partnership School Personnel**

Joan Bigelow  
Linda Buczynski  
Maggie Chase  
Cathy Condon  
Micah Doramus  
Stefanie Duby  
Michelle Dunstan  
Lindsay Durkin  
Meghan Eliaison  
Karen Finch  
Jennifer Foster  
Sonia Galavaiz  
Sara Grebe  
Eian Harm  
Bret Heller  
Phil Hiller

Mike Hirano  
Kelly Holder  
Andy Horning  
Jeff Hultberg  
Mark Jones  
Terance King  
Herbie Kojima  
Rob Lamb  
Jean Lovelace  
Tim Lowe  
Rachel Maderios  
Alison  
Messersmith  
Melissa Moreno  
Margaret Mulhern  
Shannon Murdoch

Mimi Newstadt  
Tamara O'hara  
Joe Peterson  
Elisa Pharris  
Heidi Rahn  
Robin Sly  
Barb Smith  
Eric Thies  
Ludee Vermaas  
Deb Watts  
Julianne Wenner  
Anita Wilson  
Sandy Winters  
Gale Zickefoose  
Dani Zwolfer

### **CAEP Team Members**

Harriett B. Arnold  
Amy S. Lingo  
Sylvia Read  
Caroline E. Rice  
Ana Maria Schuhmann

**Boise State University**

**Idaho Professional Standards  
Commission**

**State Team Report for Review of  
Teacher Education Programs**

**REJOINDER**

*Respectfully Submitted: July 5, 2016*

Dean Richard Osguthorpe  
Associate Deans Jennifer Snow and Keith Thiede

## Introduction

It was an honor and a wonderful growth experience for Boise State teacher education programs to participate in an “early adopter” CAEP accreditation site visit alongside the state program review process in March 2016. All teacher education faculty and administrators appreciate the careful review and feedback provided. We recognize the time and expertise necessary to conduct a meaningful program review, and we would like to note the dedication of state department and Professional Standards Commission oversight in this process.

We also appreciate the opportunity in this process to respond to the State Team Report submitted to Boise State University on June 6, 2016. In this rejoinder, Boise State representatives share program coordinator and teacher education unit responses to items in the final state visitor’s report. Factual corrections were submitted to the State Team Chair and State Department Certification Director in May 2016.

As a part of the entire State review and CAEP accreditation process, Boise State teacher educators have joined in collaborative teams and engendered a culture of continuous improvement across programs. It has been an excellent outcome to see so many stakeholders – internal and external – involved in the review and deliberate improvement of Boise State teacher education programs. Toward that end, as an initial step in the rejoinder process, all program coordinators were invited to read the State Team Report and provide feedback to be included in this rejoinder. Therefore, this document includes unit-wide responses to the State Team Report.

This document is organized in the order of programs according to the State Team Report and provides general responses and information for all approved and conditionally approved programs. For the one program not approved, Graduate Certificate in Mathematics Consulting Teacher Endorsement, **Boise State requests conditional approval from the Professional Standards Commission based on the revisions proposed in the Revised Program for Certification Approval Request template included in the rejoinder (see Appendix A)**. Overall, this rejoinder addresses some general comments, in particular with regard to Core Standard 2 Performance. This rejoinder will then focus on individual program coordinator responses and include the request for conditional approval of the revised program proposal aligned with the Mathematics Consulting Teacher standards (Appendix A).

Thank you again for this opportunity and careful consideration of Boise State University teacher education programs.

## Idaho Core Teacher Standards

Boise State University would like to maintain the position that there is a preponderance of evidence for an Acceptable rating on Idaho Core Teacher **Standard 2.2 Performance Learner Differences**. In particular, it should be noted that no other program in performance surrounding learner differences is scored as unacceptable. This leads Boise State teacher educators to assert the preponderance of evidence for an Acceptable rating of this performance standard should be identified.

The statement indicating the Unacceptable rating for Core Teacher Standard 2.2 includes, "Evidence that documents candidate growth throughout programs would strengthen this element. Candidate and cooperating teacher interviews revealed concern about inconsistent preparation of candidates across programs to work with ELL students. An additional area noted for improvement is systematic, purposeful field experience placements."

Boise State appreciates this feedback and has been working to have more purposeful field experience placements. However, this feedback does not appear in line with the Standard 2 Language and Performance Indicators.

***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***

- 1. 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. 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.*
- 3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.*
- 4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.*
- 5. 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.*
- 6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.*

The evidence provided, largely through the Taskstream data management system, included the Standard Performance Assessment of Teaching (S-PAT), which is evaluated in all teacher education programs. This performance assessment pays particular attention to differentiation of instruction (both planning and implemented) for all learners. It also includes attention to language development standards in the unit planning template, Student Learning Outcome reflection requirement, and in observation templates. This documents performance at acceptable levels. Likewise, the performance standard for attention to diverse learners is included in multiple aspects of Idaho's Common Summative Assessment (Boise State's Professional Year Assessment). For the PYA alignment with Core Standard 2.2 Performance, see the CAEP Rejoinder submitted to the national accreditation team in May 2016 (Appendix B).

With respect to the specific information included in the State Team Report, it is important to note here the following:

- Core Standard 6.2 highlights: "Professional year assessment scores, S-PAT assessment analysis, and S-PAT instructional units provide evidence that teacher candidates demonstrate adequate ability 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" (p. 17, State Team Report). Acknowledging that this standard focuses on assessment, it is also important to note the connection here to Core Standard 2.2 indicators, including knowledge of individual learners and monitoring learner progress to guide decision-making. This evidence does include the monitoring of *all learners* progress.
- Bilingual/ENL review (pp. 26 – 36) includes acceptable ratings (with Target in 10.1) for all standards, including attention to individual learner needs and learning differences. This review includes smaller programs; however, faculty in these programs work closely with faculty across programs (as demonstrated in the S-PAT workshop Core Standard evidence provided) to support diverse learner needs, in particular English Learner needs.
- The largest Boise State teacher education program, Elementary Education, review indicates "candidate interviews clearly indicated that they process the needs of students and work to differentiate learning" (p. 61, State Team Report) and "that candidates work to modify instructional opportunities to support students with diverse needs. Early experiences work to build pieces and skills (hierarchy, learner profile, etc.) necessary to differentiate learning and are evidenced through candidate interviews in practice" (p. 62, State Team Report).
- Page 125 indicates **TARGET** ratings for Foundational Science Standards for Core Standard 2, including Performance (2.2).



- Overall, candidates appear to “demonstrate an adequate ability to provide opportunities for development as delineated by the performance indicators” (p. 83, State Team Report). This is noted in Mathematics, another key Boise State teacher education program.

The remainder of this rejoinder focuses on individual program coordinator comments.

### **Bilingual/ENL**

Boise State University program coordinators appreciate the feedback and scores for these programs.

### **Early Childhood Education/Special Education**

Program coordinators expressed that the feedback and evidence described in the State Team Report appeared to indicate more Target ratings compared to the descriptions in other programs. It is a potential point of discussion for program reviewers to determine how to make such distinctions within and across programs when presented in a unified report.

Program coordinators also indicated a particular strength of the ECI program not represented here is the way information and practice opportunities are introduced at multiple points and scaffolded over time. Field experiences across the programs (200 level through program completion) provide opportunities for application and evaluation in a supported context and with professional year experiences providing opportunities to synthesize information and apply knowledge and skills independently. For example, early courses introduce assessment and different uses of assessment while upper division courses require knowledge of different types of assessment and how to use them. Conducting assessment and determining goal development and interventions with data-based decision-making are included in field experiences. Boise State has designed programs in such a way to honor practice-centered teacher education and clinical experiences as evidenced in teacher education scholarship. A renewed emphasis will be placed on documenting and providing evidence for such programming.

Likewise, early childhood and special education teacher educators would like to see evidence more fully considered that teacher candidate identification and implementation of the least intrusive interventions within a multi-tiered system of support, developing intervention strategies focused on prevention, targeted interventions and individualized supports as needed. More evidence for teacher candidates working with families will also be identified in future. Teacher candidates conduct family interviews and develop individualized family service plan goals that reflect family priorities, concerns, and resources. Finally, it should be noted that the CEC Code of Ethics data was addressed through the signature on the

application forms (for all programs) where candidates sign “agreement” to the InTASC standards or CEC Code of Ethics.

### **IDoTeach – Computer Science, Engineering, Mathematics, Sciences: Biology, Chemistry, Earth and Space Science, Physics**

Computer Science and Engineering programs are conditionally approved due to low completer numbers. Boise State looks forward to deeper feedback for these programs after another review in three years.

Mathematics/Science (Biology, Chemistry, Earth and Space Science, Physics) program coordinators appreciate the feedback and scores for these programs.

### **Elementary Education**

Boise State University program coordinators appreciate the feedback and scores for this program. Elementary Education program coordinators were also hoping for a more clear distinction between “effectively preparing candidates” and “adequately preparing candidates.” How are these distinctions made for Target and Acceptable ratings, for example?

### **English Language Arts**

Boise State University program coordinators appreciate the feedback and scores for this program.

### **Mathematics Consulting Teacher**

*See Appendix A with the Revised Program for Certification Approval Request template and syllabi/required assignments attachments.*

### **Music**

Boise State University program coordinators appreciate the feedback and scores for this program.

### **Online Teacher Endorsement**

Boise State University program coordinators appreciate the feedback and scores for this program.

### **Physical Education**

Boise State University program coordinators appreciate the feedback and scores for this program. Please also note the Revised Program for **Health** Certification Approval Request template provided for Professional Standards Commission review

at its June 2016 meeting. The knowledge standards were considered adequate, and the performance standards will be further reviewed at the September 2016 PSC meeting.

### **Reading/Literacy**

Boise State University program coordinators appreciate the feedback and scores for this program.

### **School Administrators School Superintendent**

Boise State University program coordinators appreciate the feedback and scores for this program. In particular, the additional comments in the areas for improvement (p. 148 and 150 - 151) indicate careful attention to the program evidence provided. This feedback within the Acceptable and Target ratings was welcomed and appreciated by program coordinators.

### **Social Studies**

Boise State University program coordinators appreciate the feedback and scores for these programs. Additionally, Boise State did indicate Geography as a “minor endorsement area” for its unit. As this program was not reviewed, it is not considered approved (not reviewed) and is unable to be included in institutional recommendations. Boise State program coordinators would like to note that in a climate of teacher shortages, it may be prudent for approval of endorsement areas that do not merit program approval due to low numbers, enrollment, or completers.

### **Visual and Performing Arts**

Boise State University program coordinators appreciate the feedback and scores for these programs.

### **World Languages**

Boise State University program coordinators appreciate the feedback and scores for these programs. **Please note: Standard 7.2 does not indicate a rating on the rubric.** It is assumed acceptable due to the rationale included.

### **Conclusion**

Boise State University representatives would like to reiterate our appreciation for this process and the time, dedication, and expertise of the state team reviewers and those involved in the entire review process. Overall, we are pleased with the review and feedback from reviewers. We do note a desire for more specific continuous improvement feedback in line with the new national CAEP accreditation guidelines.

We look forward to a further review of those programs conditionally approved. **We also seek conditional approval of the Graduate Certificate in Mathematics Thinking Initiative/Consulting Teacher in Mathematics endorsement area at this time.** Boise State University representatives would also like to offer continued collaboration and support in the program review processes for the state of Idaho. If any further information or comment is desired, we are happy to comply. Thank you for your time and consideration.

**APPENDIX A**

**REVISED PROGRAM FOR CERTIFICATION REQUEST**

Institution: Boise State University Date of Submission June 2016

Program Name: Math Consulting Teacher Certification/Endorsement Math Consulting Teacher

All new educator preparation programs from public institutions require [Program Review and Approval by the State Board of Education](#).

Is this new program for certification request from a public institution?

Yes \_\_\_\_\_ No **X REVISED PROGRAM**

If yes, on what date was Proposal Form submitted to the State Board of Education? \_\_\_\_\_

**Section I:** Evidence that the program will cover the knowledge and performances outlined in the [Idaho Standards for Initial Certification of Professional School Personnel](#). Pupil Personal Preparation programs will only need to address content specific standards.

The table below includes the overall standards. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the program. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the [Idaho Standards for Initial Certification of Professional School Personnel](#).

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
<p><b>Standard 1: Understanding Adults as Learners to Support Professional Learning Communities</b></p>	<p>K1.1 The differences in knowledge acquisition and transfer for children and adults</p>	<p>546_Syllabus: In ED-CIFS 546, candidates engage in strategies with individuals and groups of teachers of mathematics. They focus on effective professional development, modeling, observation, collaboration, unit study, and best practices as informed by current research. They investigative approaches involving problem solving, reasoning, connections, representations, and communication across ages.</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		<p>546_Final: In ED-CIFS 546, candidates have choices to address multiple scenarios that can occur as a math teacher leader. Scenarios includes situations involving different age students struggling in mathematics, how to conduct professional development with teachers who struggle with the mathematics and have varying beliefs about what mathematic is, and how to observe teachers' mathematics practices and provide feedback. The purpose is to provide candidates with multiple experiences throughout the class and then evaluate them on addressing these situations.</p>
	<p><b>K1.2</b> Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development</p>	<p>546_Syllabus: In ED-CIFS 546, Candidates engage in strategies with individuals and groups of teachers of mathematics. They focus on effective modeling, observation, collaboration, unit study, and best practices as informed by current research. They investigative approaches involving problem solving, reasoning, connections, representations, and communication across ages.</p> <p>546_Presentation: In ED-CIFS 546, Candidates study teachers' beliefs and knowledge about mathematics and mathematics pedagogy and how to best address these through professional development. They incorporate their knowledge of students' thinking on different mathematical topics they learned in previous MCTE courses. They then develop a workshop, deliver it to a group of teachers, and then present the results to the class.</p>
	<p><b>K1.3</b> Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution</p>	<p>546_Observation: In ED-CIFS 546, Candidates study the five components of the Developing Mathematical Thinking instructional framework, the corresponding research, and how to effectively coach a teacher through change and conflict. Each candidate then must observe a mathematics lesson, take notes of student and teacher interactions and work, and then debrief with the teacher and explain the DMT structure and how to improve instruction. Each candidate writes a reflection of this process.</p>
	<p><b>K1.4</b> Effective listening, oral communication,</p>	<p>549_Syllabus: In ED-CIFS 549, Candidates engage in practical application of research to the mathematics classroom. They</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	presentation skills, and expression in written communication	<p>identify a research question, conduct a literature review, prepare a research proposal, conduct research, analyze the data and write up and present the results from the perspective of informing their own practice and the practice of others.</p> <p>548_Assign_3_OnlineCoaching: In ED-CIFS 548, Candidates moderate an online discussion and provide feedback to peers on their assignments. The purpose is to provide candidates with experience in providing written feedback to peers, approximating the experiences of a leadership or coaching role. We have provided the assignment description and rubric.</p>
	<b>K1.5</b> Research and exemplary practice on “organizational change and innovation”	<p>546_Reflections: In ED-CIFS 546, Candidates focus on understanding how to make systemic and organizational changes. They learn about mathematical knowledge, pedagogical approaches, worthwhile tasks, formative and summative assessments, lesson and unit studies and how and when to address each of these components within a school and school district over time.</p>
	<b>K1.6</b> The process of development of group goals and objectives	<p>547_Case_Study_Moderator In ED-CIFS 547, Candidates read all other candidates’ reflections on the study task and then summarize their ideas and provide specific feedback on the elements from the research articles and the standards.</p>
	<b>P 1.1</b> Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers’ content knowledge and skills throughout professional learning	<p>548_Evid_4_ReflectProfLearn: In ED-CIFS 548, Candidates reflect upon using student work samples as a tool to facilitate professional learning. The evidence provided represents a wide-range of responses.</p>
	<b>P 1.2</b> Improves colleagues’ acquisition and application of knowledge and skills	<p>549_Assign_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided the overall assignment description that details the various steps along the project timeline.</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p><b>P 1.3</b> Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives</p>	<p>546_Final_Presentation: In ED-CIFS 546, Candidates must study how teachers best learn how to teach mathematics through workshop facilitation in small and large group settings. And they develop a workshop to be implemented.</p>
	<p><b>P 1.4</b> Uses effective communication skills and processes</p>	<p>548_Evid_3_OnlineCoaching: In ED-CIFS 548, Candidates moderate an online discussion and provide feedback to peers on their assignments. The purpose is to provide candidates with experience in providing written feedback to peers, approximating the experiences of a leadership or coaching role. We have provided three pieces of evidence related to this assignment.</p>
	<p><b>P 1.5</b> Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process</p>	<p>546_Observation: In ED-CIFS 546, Candidates study the five components of the Developing Mathematical Thinking instructional framework, the corresponding research, and how to effectively coach a teacher through change and conflict. Each candidate then must observe a mathematics lesson, take notes of student and teacher interactions and work, and then debrief with the teacher and explain the DMT structure and how to improve instruction. Each candidate writes a reflection of this process.</p>
	<p><b>P1.6</b> Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice</p>	<p>547_Case_Study_Reflection: In ED-CIFS 547, Candidates perform a measurement and geometry task, read articles about the content and then discuss the standards and student thinking in regards to the task. Teacher leader candidates will have to review other teachers' plans and understanding of the literature and provide feedback.</p>
<p><b>Standard 2: Accessing and Using Research to Improve Practice and Student Achievement</b></p>	<p><b>K 2.1</b> Action research methodology</p>	<p>549_Syllabus: In ED-CIFS 549, Candidates engage in practical application of research to the mathematics classroom. They identify a research question, conduct a literature review, prepare a research proposal, conduct research, analyze the data and write up and present the results from the perspective of informing their own practice and the practice of others.</p>
	<p><b>K 2.2</b> Analysis of research data and development of a</p>	<p>549_Assign_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including</p>



STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p data-bbox="535 321 1285 354">data-driven action plan that reflects relevance and rigor</p> <p data-bbox="535 683 1203 784"><b>K 2.3</b> Implementation strategies for research-based change and for dissemination of findings for programmatic changes</p>	<p data-bbox="1306 321 2051 410">the analysis and presentation of results. We have provided the overall assignment description that details the various steps along the project timeline.</p> <p data-bbox="1306 418 2051 784">542_A&amp;R_1_PaperStudThink: The final assignment in ED-CIFS 542 is a research paper investigating three major components around a relevant grade 4-8 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provided the assignment description and rubric. 544_A&amp;R_1_PaperStudThink: The final assignment in ED-CIFS 544 is a research paper investigating three major components around a relevant grade 6-12 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provided the assignment description and rubric.</p>
	<p data-bbox="535 807 1268 943"><b>P 2.1</b> Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions , designing and conducting action research to improve educational outcomes</p>	<p data-bbox="1306 797 2051 943">549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.</p>
	<p data-bbox="535 1148 1285 1287"><b>P 2.2</b> Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability</p>	<p data-bbox="1306 950 2051 1287">549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment. 544_Evid_1_PaperStudThink: The final assignment in ED-CIFS 544 is a research paper investigating three major components around a grades 6-12 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provided three pieces of evidence related to this assignment.</p>
	<p data-bbox="535 1310 1274 1380"><b>P 2.3</b> Assists with application and supports dissemination of action research findings to improve educational outcomes</p>	<p data-bbox="1306 1294 2051 1380">549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		pieces of evidence related to this assignment.
<p align="center"><b>Standard 3: Promoting Professional Learning for Continuous Improvement</b></p>	<p><b>K3.1</b> The standards of high quality professional development and their relevance to improved learning</p>	<p>549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.</p>
	<p><b>K 3.2</b> Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum</p>	<p>In ED-CIFS 546, Candidates study the five components of the Developing Mathematical Thinking instructional framework, the corresponding research, and how to effectively coach a teacher through change and conflict. Each candidate then must observe a mathematics lesson, take notes of student and teacher interactions and work, and then debrief with the teacher and explain the DMT structure and how to improve instruction. Each candidate writes a reflection of this process.</p>
	<p><b>K 3.3</b> The role of 21st century skills and technologies in educational practice</p>	<p>548_A&amp;R_2_StudThinkEval: In ED-CIFS 548, Candidates conduct an open-ended data analysis investigation with students, analyze and categorize the resulting student responses, and present their findings, including next steps in instruction, using an online asynchronous technology - VoiceThread. We have provided the assignment description and rubric.</p> <p>545_A_1_Technology: In ED-CIFS 545, Candidates use is a free online graphing calculator that was developed for educational purposes with the intention of being highly intuitive and flexible. We utilize Desmos and the associated teaching modules both as a pedagogical tool for teaching content and in order to model how such technology can be integrated into a classroom.</p>
	<p><b>K 3.4</b> The role of shifting cultural demographics in educational practice</p>	<p>546_Reflections: In ED-CIFS 546, Candidates focus on understanding how to make systemic and organizational changes. They learn about mathematical knowledge, pedagogical approaches, worthwhile tasks, formative and summative assessments, lesson and unit studies and how and when to address each of these components within a school and school district over time.</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p><b>P 3.1</b> Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education</p>	<p>549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.</p>
	<p><b>P 3.2</b> Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals</p>	<p>546_Presentation: In ED-CIFS 546, Candidates study teachers' beliefs and knowledge about mathematics and mathematics pedagogy and how to best address these through professional development. They incorporate their knowledge of students' thinking on different mathematical topics they learned in previous MCTE courses. They then develop a workshop, deliver it to a group of teachers, and then present the results to the class.</p>
	<p><b>P 3.3</b> Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate</p>	<p>549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.</p>
	<p><b>P 3.4</b> Continually assesses the effectiveness of professional development activities and adjusts appropriately</p>	<p>546_Presentation: In ED-CIFS 546, Candidates study teachers' beliefs and knowledge about mathematics and mathematics pedagogy and how to best address these through professional development. They incorporate their knowledge of students' thinking on different mathematical topics they learned in previous MCTE courses. They then develop a workshop, deliver it to a group of teachers, and then present the results to the class.</p>
<p><b>Standard 4: Facilitating Improvements in Instruction and Student Learning</b></p>	<p><b>K 4.1</b> Research-based curriculum, instruction, and assessment and their alignment with desired outcomes</p>	<p><b>546 Syllabus: Opening activity with fowls and linear and exponential functions. (See attachments)</b>  <b>546: Assignment 1 (DMT Framework); candidates read about the DMT research based framework for instruction, curriculum and assessment and related research articles.</b>  545_A&amp;R_2_LessonEval: In ED-CIFS 545, Candidates evaluate and modify a lesson or set of lessons around algebra structural components. The purpose is to relate mathematical ideas from the course to classroom practice in relation to grade-level standards. As schools and districts implement the Idaho Core Standards for Mathematics, teachers need to alter resources to</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		<p>meet both the content and practice standards, and they need first-hand experience in doing so in order to lead this type of work in their buildings or districts. We have provided the assignment description and rubric.</p> <p>543_A&amp;R_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4 item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or rational number. Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.</p>
	<p><b>K 4.2 The Framework for Teaching, effective observation and strategies for providing instructional feedback</b></p>	<p><b>546: Assignment 2 (Observation); candidates will learn about the Framework for Teaching and the DMT instructional framework in regards to effective observations and then will examine two mathematics feedback frameworks by West and Knight. (See attachments)</b></p>
	<p><b>K 4.3 Role and use of critical reflection in improving professional practice</b></p>	<p>546_Syllabus: In ED-CIFS 546, Candidates engage in strategies with individuals and groups of teachers of mathematics. They focus on effective professional development, modeling, observation, collaboration, unit study, and best practices as informed by current research. They investigate approaches involving problem solving, reasoning, connections, representations, and communication across ages.</p> <p>546_Observation: In ED-CIFS 546, Candidates study the five components of the Developing Mathematical Thinking instructional framework, the corresponding research, and how to effectively coach a teacher through change and conflict. Each candidate then must observe a mathematics lesson, take notes of student and teacher interactions and work, and then debrief with the teacher and explain the DMT structure and how to improve instruction. Each candidate writes a reflection of this process.</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p><b>P 4.1</b> Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices</p>	<p><b>546: Assignment 1 (DMT Framework); candidates write a research paper on one of the DMT five dimensions.</b>            543_A&amp;R_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4 item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or rational number. Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.</p>
	<p><b>P 4.2</b> Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment</p>	<p><b>546: Assignment 2 (Observation); candidates rate others' instructional practice using the Danielson and DMT observation tools.</b></p>
	<p><b>P 4.3</b> Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment</p>	<p><b>546: Assignment 2 (Observation); candidates rate others' instructional practice using the Danielson and DMT observation tools.</b></p>
	<p><b>P 4.4</b> Develops, leads and promotes a culture of self-reflection and reflective dialogue</p>	<p>548_Evid_3_OnlineCoaching: In ED-CIFS 548, Candidates moderate an online discussion and provided feedback to peers on their assignments. The purpose is to provide candidates with experience in providing written feedback to peers, approximating the experiences of a leadership or coaching role. We have provide three pieces of evidence related to this assignment.</p>
<p><b>Standard 5: Using Assessments and Data for School and District Improvement</b></p>	<p><b>K 5.1</b> Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes</p>	<p><b>546: Assignment 3 (Assessment); candidates learn about the DMT assessment matrix, Webb's Depth of Knowledge levels and de Lange's assessment pyramid.</b>            543_A&amp;R_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4-item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or rational number. Candidates analyze or anticipate student</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.
	<p><b>K 5.2</b> Use of formative and summative data to inform the continuous improvement process</p>	<p><b>546: Assignment 3 (Assessment); candidates learn about the differences between classroom formative and summative assessments and the psychometrics of district level tests.</b>            548_A&amp;R_2_StudThinkEval: In ED-CIFS 548, Candidates conduct an open-ended data analysis investigation with students, analyze and categorize the resulting student responses, and present their findings, including next steps in instruction, using an online asynchronous technology - VoiceThread. We have provided the assignment description and rubric.            543_A&amp;R_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4-item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or rational number. Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.</p>
	<p><b>K 5.3</b> Analysis and interpretation of data from multiple sources</p>	<p><b>546: Assignment 3 (Assessment); candidates examine question types from different assessments used in a district.</b>            540_A&amp;R_1_PaperStudThink: The final assignment in ED-CIFS 540 is a research paper investigating three major components around a relevant grades K-3 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provided the assignment description and rubric.</p>
	<p><b>P 5.1</b> Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement</p>	<p><b>546: Assignment 3 (Assessment); candidates select, analyze, revise, and recommend a district common assessment.</b>            543_Evid_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4 item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		rational number. Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided three pieces of evidence related to this assignment.
	<b>P 5.2</b> Models use of formative and summative data to inform the continuous improvement process	<b>546: Assignment 3 (Assessment); candidates write a recommendation of their assessment procedures to their district.</b> 548_Evid_2_StudThinkEval: In ED-CIFS 548, Candidates conduct an open-ended data analysis investigation with students, analyze and categorize the resulting student responses, and present their findings, including next steps in instruction, using an online asynchronous technology - VoiceThread. We have provided three pieces of evidence related to this assignment.
	<b>P 5.3</b> Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other	<b>546: Assignment 3 (Assessment); candidates write the pros and cons of the use of different types of assessments.</b> 540_A&R_1_PaperStudThink: The final assignment in ED-CIFS 540 is a research paper investigating three major components around a relevant grades K-3 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provide three pieces of evidence related to this assignment.
<b>Standard 6: Improving Outreach and Collaboration with Families and Community</b>	<b>K 6.1</b> Child development and conditions in the home, culture and community and their influence on educational processes	<b>546: Initial Activity; candidates will examine their school and district policies on family and community and the relationship to schools.</b>
	<b>K 6.2</b> Contextual considerations of the family, school, and community and their interaction with educational processes	<b>546: Initial Activity; candidates will examine their school and district policies on family and community and the relationship to schools.</b>
	<b>K 6.3</b> Effective strategies for involvement of families and other stakeholders as part of a responsive culture	<b>46: Assignment 4 (Final project); candidates will research best practices to deliver a family or community math workshops.</b>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p><b>P 6.1</b> Develops colleagues' abilities to form effective relationships with families and other stakeholders</p>	<p><b>546: Initial Activity; candidates will present in the next class what they found out about their school and district policies on family and community.</b>  <b>546: Assignment 4 (Final project); candidates will design and deliver family math workshops and family math nights for their schools.</b></p>
	<p><b>P 6.2</b> Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools</p>	<p><b>546: Initial Activity; candidates will present in the next class what they found out about their school and district policies on family and community.</b>  <b>546: Assignment 4 (Final project); candidates will design and deliver family math workshops and family math nights for their schools.</b></p>
	<p><b>P 6.3</b> Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process</p>	<p><b>546: Assignment 4 (Final project); candidates will design and deliver family math workshops for their schools.</b></p>
<p><b>Standard 7: Advocating for Student Learning and the Profession</b></p>	<p><b>K 7.1</b> Effective identification and interpretation of data, research findings, and exemplary practices</p>	<p>543_Syllabus: In ED-CIFS 543, Candidates extend their investigation of rational numbers, proportional reasoning, and algebraic modeling. Participants in this course will explore topics foundational to the mathematical experiences of 4-8 grade students. An investigative approach including representations, problem solving, reasoning and communication is emphasized with an emphasis on classroom practice and facilitating conversations with peers in professional learning situations.  544_Syllabus: In ED-CIFS 544, Candidates investigate number and operation and the structures of algebraic thinking. Topics include modeling with rational numbers and algebraic expressions, developing proportional reasoning, and modeling with functions. Participants in this course will explore topics foundational to the mathematical experiences of grades 6-12 students. An investigative approach including representations, problem solving, reasoning and communication is emphasized.  545_Syllabus: In ED-CIFS 545, Candidates extend their investigation of algebraic reasoning and functions. Participants in</p>



STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		this course will explore topics foundational to the mathematical experiences of grade 6-12 students. An investigative approach including representations, problem solving, reasoning and communication is emphasized with an emphasis on classroom practice and facilitating conversations with peers in professional learning situations.
	<p><b>K 7.2</b> Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement</p>	<p>541_A&amp;R_1_AssessmentEval: In ED-CIFS 541, Candidates construct a multiple item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of major topics found in grades K-3 standards (e.g. place value, operations in base 10, fractions). Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.</p>
	<p><b>K 7.3</b> Local, state and national policy decisions and their influence on instruction</p>	<p>548_A&amp;R_1_CC_Standards: The final assignment in ED-CIFS 548 is an assessment of candidates understanding of the data analysis and probability standards in the Idaho Core in conjunction with mathematics tasks that can be used to facilitate student and teacher understanding of these standards.</p>
	<p><b>K 7.4</b> The process to impact policy and to advocate on behalf of students and the community</p>	<p>541_A&amp;R_1_AssessmentEval: In ED-CIFS 541, Candidates construct a multiple item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of major topics found in grades K-3 standards (e.g. place value, operations in base 10, fractions). Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.</p>
	<p><b>P 7.1</b> Identifies and evaluates needs and opportunities</p>	<p>549_Evid_1_ActRes_Paper: In ED-CIFS 549, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p><b>P 7.2</b> Generates ideas to effectively address solutions/needs</p>	<p>541_Evid_1_AssessmentEval: In ED-CIFS 541, Candidates construct a multiple item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of major topics found in grades K-3 standards (e.g. place value, operations in base 10, fractions). Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.</p>
	<p><b>P 7.3</b> Analyzes feasibility of potential solutions and relevant policy context</p>	<p>548_Evid_4_ReflectProfLearn: In ED-CIFS 548, Candidates reflect upon using student work samples as a tool to facilitate professional learning. The evidence provided represents a wide-range of responses.</p>
	<p><b>P 7.4</b> Advocates effectively and responsibly to relevant audiences for realization of opportunities</p>	<p>541_Evid_1_AssessmentEval: In ED-CIFS 541, Candidates construct a multiple item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of major topics found in grades K-3 standards (e.g. place value, operations in base 10, fractions). Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.</p>

**Section II:** Describe below how candidate data will be collected and used to verify candidate competence, as well as informing program improvement decisions.

*All performance assignments will be collected and held on an external hard drive. Examples of each assignment will be placed in Taskstream to be analyzed for quality and improvement during review processes. A separate Taskstream template is used for signature assignments and data analysis and reporting within the unit for continuous improvement across all programs.*

College Dean (Institution):



Date: 6/28/16

Graduate Dean or other official (Institution; as applicable):



Date: 6/28/16

## APPENDIX A ATTACHMENTS

### Graduate Certificate in Mathematics Teaching for Instruction (GC-MTI)

Select a minimum of one of the following general Mathematical Thinking for Instruction courses:

ED-CIFS 540 Mathematical Thinking for Instruction: Number and Operations K-3 (3 cr)

ED-CIFS 542 Mathematical Thinking for Instruction: Number and Operations 4-8 (3 cr)

ED-CIFS 544 Mathematical Thinking for Instruction: Number and Operations 6-12 (3 cr)

Select a minimum of two of the following advanced Mathematical Thinking for Instruction courses:

ED-CIFS 541 Early Numeracy and Operations K-3 (3 cr)

ED-CIFS 543 Applications of Rational Numbers and Proportional Reasoning 4-8 (3 cr)

ED-CIFS 545 Applications of Algebra Topics 6-12 (3 cr)

#### Required Courses

ED-CIFS 547 Measurement and Geometry

ED-CIFS 548 Data Analysis, Statistics, and Probability

ED-CIFS 549 Action Research and Its Implications in the Mathematics Classroom

Select one pathway:

Required Course for the Mathematics Specialist K-8 (MS) Pathway:

ED-CIFS 551 MTI: Study of Practice in Mathematics (3 cr)

Required Course for the Mathematics Consulting Teacher Endorsement (MCTE) Pathway:

ED-CIFS 546 MTI: Building Teacher Leaders of Mathematics (3 cr)

# ED-CIFS 546: Building Mathematics Teacher Leaders

Spring 2017

## Instructors

Jonathan Brendefur, PhD  
E222, 426-2468  
[jbrendef@boisestate.edu](mailto:jbrendef@boisestate.edu)

Keith Krone, MAE  
E222  
[keithkrone@boisestate.edu](mailto:keithkrone@boisestate.edu)

## Course

ED-CIFS 546 – 3 credits. Class No. 1160 (13903). Class will meet at BSU Meridian Center (2950 Magic View Dr, Meridian, ID 83642) on Monday evenings from 4:30 pm to 8:30 pm and on Saturdays from 8:30 am to 4:30 pm.

## Office Hours

By appointment

## Required Texts

Your current district policy manual (or online access) and demographic information is required for this course.

## Other Sources

Throughout the course there will be several research articles assigned. These articles will be available to course participants via the course BlackBoard website.

## The Professional Educator

*Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learner to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.*

## Course Description

ED-CIFS 546 BUILDING TEACHER LEADERS (3-0-3)(on demand).

This course will examine foundational topics of effective professional development and coaching strategies with individuals and groups of teachers of mathematics. We will explore topics such as effective modeling, observation, collaboration, unit study, assessments and best practices as informed by current research. In addition, we will examine and create school and district improvements through outreach with teachers, families and community.

Your class attendance and participation will contribute to the success of the class. Everyone benefits from the sharing of ideas. You will have opportunities to lead the class individually and with others, to work on your own and in small groups, and to engage in a variety of tasks. To make your experiences in this class a productive one, you will want to complete the readings and assignments on time, reflect on what you have learned, and share your ideas with your classmates.

### Course Goals

1. Investigate methods of mathematics professional development from one-on-one coaching to large-scale professional development to facilitate improvements in instruction and student learning
2. Plan, facilitate and reflect upon professional development with inservice teachers utilizing the frameworks discussed in the course.
3. Create materials to further cultivate teachers understanding and implementation of mathematics instruction focused on developing students' mathematical understanding and evaluating assessments to use to gather formative and summative data for continuous school and district improvement.
4. Create materials to further cultivate parent and community understanding of mathematics instruction focused on developing students' mathematical understanding to improve outreach and collaboration with families and community.

### Grading

	+	Grade	-
A	100 – 98	97 – 93	92 – 90
B	89 – 88	87 – 83	82 – 80
C	79 – 78	77 – 73	72 – 70
D	69 – 68	67 – 63	62 – 60
F		59 –	

### In Addition

We wish to fully include persons with disabilities in this class. Please let us know whether you need any special accommodations in assignments, instruction, or assessments to enable you to participate fully in class. We will try to maintain the confidentiality of any information regarding a disability that you share.

## Course Schedule

Date	Topics	Activity	Readings and Written Assignments (complete prior to the class in which it is listed)
Monday Jan 9 4:30-8:30 pm	Facilitating Improvements in Instruction and Student Learning  District Policies and Demographics	Linear and exponential functions – recognize, analyze, and improve the quality of your colleagues’ professional and instructional practices  Explain Final Project (Assignment 4) - Improving Outreach and Collaboration with Families and Community	
Jan 10 – 22	<b>No class meeting</b> <b>Start Final Project (Assignment 4)</b>	Research your district policies on improving outreach and collaboration with families and community (for Assignment 4), equity and diversity (for Assignment 4), and assessments (for Assignment 3)  Research: Your district demographic information (for Assignments 1 and 4)	Use this time to find, read, and have readily available the information you will need in this course – be prepared to share the demographic items you found, what you couldn’t find, etc. at our next class
Monday Jan 23 4:30-8:30 pm	DMT Framework	Short reports on district policies and demographics.  How will these impact your Final Project (Assignment 4)?  Scenario (PD: Professionalism)  DMT Framework and Cognitive–Social–Behaviorism Framework	Read: Brendefur et al (2015 - Draft) DMT Framework and Classroom Structure
Jan 24 – Feb 10	<b>No class meeting</b> <b>DMT Framework Assignment (Assignment 1)</b>	Work on Assignment 1	Use this time to complete Assignment 1, any research not completed earlier about your district, and be prepared to

	<b><i>Continue Final Project (Assignment 4)</i></b>		share how you will be using your district information within your Final Project
Saturday Feb 11 8:30 am – 4:30 pm	DMT Framework Research  Danielson and DMT Framework Observation Tools to Facilitate Improvements in Instruction and Student Learning  Coaching Models	5 minute presentations on each DMT component (Assignment 1) and debrief DMT Framework  Scenario (PD: Pedagogy)  Observation frameworks and practice with two videos  Explain Assignment 2 and Coaching Model connection  Final Project (Assignment 4) Updates – Each group reports their progress on their project AND how they are using their district policies and demographics in the planning and delivery of the professional development	Assignment 1  Be prepared to share an update on your Final Project (Assignment 4) to the class  Read: Knight (2007) AND West (2006)
Feb 12 – Mar 5	<b><i>No class meeting</i></b>  <b><i>Danielson and DMT Frameworks Observation (Assignment 2)</i></b>  <b><i>Continue Final Project (Assignment 4)</i></b>	Work on Assignment 2  Continue Final Project (Assignment 4)	In addition to Assignment 2, use this time to continue your Final Project (Assignment 4) and be prepared to share your progress at our next class.
Monday Mar 6 4:30-8:30 pm	Lesson vs. Unit Study  Using an Assessment Framework and Data for School and District Improvement	Feedback on Assignment 2  Groups share progress on Final Project (Assignment 4) and get feedback from the class  Lesson vs. Unit Study and Scenario (Small Group)  Assessment Framework and Explain Assignment 3	Assignment 2  Read: Lewis et al (2009) OR Inoue (2011)  Read: de Lange (1999) OR Webb (2002) OR Wiggins (1993)
Mar 7 – Apr 2	<b><i>No class meeting</i></b>  <b><i>Assessment Framework</i></b>	Work on Assignment 3  Continue Final Project (Assignment 4)	In addition to Assignment 3, use this time to continue your Final Project



	<b><i>(Assignment 3)</i></b> <b><i>Continue Final Project</i></b> <b><i>(Assignment 4)</i></b>		(Assignment 4) and be prepared to share your progress at our next class.
Monday Apr 3 4:30-8:30 pm	Using an Assessment Framework and Data for School and District Improvement  Pedagogical Content Knowledge	Assignment 3 Presentations  Pedagogical Content Knowledge (2 articles)  Final Project Updates	Read: Ball, Thames, Phelps (2008) OR Shulman (1986)  Read: DePaepe et al (2001) OR An, Kulm, Wu (2004)
Monday Apr 10 4:30-8:30 pm	Professional Development	Professional Development  Scenarios (discuss and present in groups of 3 to 4)  Work time on Final Project Presentations	Read: Kazemi & Franke (2004) OR Kennedy (2005) OR Linder (2011)
Saturday Apr 22 8:30 am – 4:30 pm	Final Project Presentations	Presentations of Final Projects - Improving Outreach and Collaboration with Families and Community	
DUE MAY 1	<b><i>No class meeting</i></b>	Final	

## Assignments (outside of class)

1. DMT Framework (group presentation)
2. Danielson and DMT Frameworks Observation (individual assignment)
3. Assessment Framework (group assignment)
4. Final Project (group presentation in class)
5. Final (individual assessment)

### Participation

Due to the nature of this class, your attendance and participation are vital to your learning. I expect you to come to class regularly and on time and to complete each assignment thoroughly, thoughtfully, and timely. If you must miss class, please contact me as soon as possible and then get the notes from a classmate. Each class missed is 5% of your grade.

## **Assignment 1 – DMT Framework – ED-CIFS 546 Facilitating Improvements in Instruction and Student Learning**

As a group, you will research one component of the DMT Framework (Taking Students' Ideas Seriously, Pressing Students Conceptually, Encouraging Multiple Strategies and Models, Addressing Misconceptions, or Focusing on the Structure of Mathematics). Your group will be assigned one of the components.

Individually, read the Brendefur et al (2015) STEM Book Chapter AND three readings on your DMT component (you will need to skim the abstracts of the articles provided – several can be used for different components, so find the three articles that make the most sense to you and your group). You can all read three of your own or decide the three as a group.

You will then meet as a group (in person or virtually – your choice) and incorporate all of your readings into your group activity presentation on the DMT Framework.

---

For Assignment 1, you will need to present the following in class as a group:

A 5-minute presentation that:

1. Summarizes the research behind your assigned DMT component to include a general summary of the STEM Chapter and your three articles
  2. Explains how your assigned component appears in settings involving teaching, small group coaching, and large group professional development (give an example of each)
  3. Shares what you need to consider about your district demographics and your DMT component for your final project
- 

Your final grade on this assignment is based on your presentation for items 1-3 above.

**Assignment 2 – Observations – ED-CIFS 546**  
**Facilitating Improvements in Instruction and Student Learning**

Individually, you will observe one (or two consecutive) mathematics lesson(s) (at least 30-45 minutes) and rate the lesson(s) with BOTH the Danielson Framework for Teaching AND the DMT Observation Framework.

You will reflect on the process and both instruments.

You will write a narrative of what you would say to the teacher in a post-conference meeting, based upon the Danielson Framework of Teaching AND the DMT Framework

You will provide feedback on the Danielson and DMT Frameworks.

---

For Assignment 2, you will need to complete the following:

1. Your observation notes on both framework instruments to include evidence in recognizing effective teaching.
2. A one page reflection to include evidence of using effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.
3. A one page narrative of what you would say to the teacher in a post-conference meeting, based upon the Danielson Framework of Teaching AND the DMT Framework, to provide evidence of your observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment. This narrative should reflect your thoughts on the coaching models we have discussed in class.
4. Be prepared to discuss your reflections and feedback at the next class

Your final grade on this assignment is based on the evidence you provide for items 1-3 above.

### **Assignment 3 – Assessment Framework – ED-CIFS 546**

#### **Using Assessments and Data for School and District Improvement**

As a group, you will evaluate a common district assessment with the DMT Assessment Framework Matrix to practice the evaluation of assessments to guide the design and selection of suitable evaluation instruments and effective assessment practices in your district.

The assessment needs to consist of at least six items (for longer assessments, feel free to select six of the items to evaluate). Place each of the items in the matrix and write a short rationale to justify placing each item in that location of the matrix based upon our class readings and discussion.

You will also report on your previously researched district policies on assessment and how the assessment you evaluated corresponds to the district vision to analyze and interpret student data from multiple sources.

Finally, you will write a recommendation to your school/district on how the assessment you evaluated with the use of the DMT Assessment Framework Matrix could inform and facilitate the selection or design of district assessments to generate data that will inform instructional improvement (e.g., the alignment to 30% of the questions being Claim 3 items and how students communicate those ideas). The recommendation also needs to include how the matrix could be used to portray formative and summative data over time to inform the continuous improvement process in the district.

---

For Assignment 3, your group will present the following:

1. The six items (at least) evaluated AND placed on the DMT Assessment Framework Matrix
2. Your rationale for the placement of the item (this can be on the matrix with the item or on a separate slide)
3. A short report of how the district's policies on assessment, using this specific evaluated assessment as an example, can inform and facilitate the interpretation of data and how it can apply with other findings from multiple sources, especially given the different demographics within most districts.

4. Share a recommendation you would give to the district of the use of formative and summative data to inform the continuous improvement process with the DMT Assessment Matrix.

Your final grade on this assignment is based on the evidence you provide for items 1-4 above in your group presentation.

**Assignment 4 – Final Project – ED-CIFS 546**  
**Improving Outreach and Collaboration with Families and Community**

You will design a professional development activity to be delivered to a group of teachers to improve their outreach and collaboration with their school's families and community OR you will develop a family math night or workshop to improve this outreach and collaboration directly.

You must deliver your final project to teachers or families by mid-April so you can present your project and findings to the class at our last meeting at the end of April.

Your final project is a semester long project you will begin during our first class.

Your project must include the following:

1. Evidence you have researched your district policies on outreach and collaboration with families and the community and used this information to plan and deliver your final project so the contextual considerations of how the family, school, and community interact with educational processes are taken into account.
  2. Evidence you have researched your district's demographics and used this information to plan and deliver your final project so how all conditions in the home, culture, and community of your district influence the educational processes are taken into account.
  3. Evidence you have researched your district policies on equity and diversity to plan and deliver your final project so that you recognize, respond, and adapt to any contextual considerations to create effective interactions among the families, community, and school/district.
  4. The 5 DMT components and how they can be utilized as effective strategies for the involvement of families and other stakeholders as part of a responsive culture (e.g., Taking Students' Ideas Seriously).
  5. Evidence you collected post-project data on what teachers and families learned (e.g., did your research and project help develop your colleagues' abilities to form effective relationships with families and other stakeholders during the course of your project?)
  6. Evidence you shared your findings with the administration of your school/district so they can continue the work to improve the educational outcomes by promoting effective and interaction and involvement of teachers, families, and stakeholders in the educational process
-

You will give regular updates on the progress of your project during the semester. Be prepared to do so!

Your Final Project presentation must include the materials used to plan and deliver the professional development as well as your results. Your group will have about 30 minutes to conduct a shortened version of your professional development to the class and provide all evidence required.

Your final grade on this assignment is based on the presentation and evidence of all 6 items mentioned above.

## **APPENDIX B: CAEP Rejoinder**

### **Boise State University CAEP Site Visit (March 6 – 8, 2016) Final Report Rejoinder Submitted May 3, 2016**

#### *EPP Framework*

Boise State University education preparation provider (EPP) leaders enthusiastically agreed to engage the early adoption process for CAEP review and accreditation. With a self-study report due in the summer of 2015, this EPP had one year from when initial program CAEP standards were adopted to demonstrate sufficiency in meeting standards. EPP faculty at all levels embraced the continuous improvement spirit and deepened the culture of inquiry from which its work had been based since the last NCATE review in 2009. Key reasons for the early-adopter decision were the established culture of inquiry based in evidence, strong clinical partnerships and stakeholder participation, and emphasis on shared leadership for coherence across programs.

A unique and significant contextual factor in Idaho is the adoption of Charlotte Danielson's (2013) Framework for Teaching (FFT) as the evaluation model for every district in the state along with every institution of higher education preparing teachers in the state. All Idaho EPP's, public and private, have agreed to a common summative assessment grounded in the FFT. As the Idaho Director of Teacher Certification and Professional Standards indicated during the site visit, "Per Idaho Administrative Rule IDAPA 08.02.02.120, each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching" (email communication, 3/7/2016). Therefore, this rejoinder will begin with a deeper, holistic look at how the FFT influences all parts of preparation programs, as well as final summative assessments at exit. This focus spans specific areas for improvement noted in the site report such as meeting the needs of diverse learners and establishing valid and reliable measures for assessment.

Most notably, EPP faculty members have passed the proficiency assessment ([Teachscape Focus](#)) for FFT observation. All candidates in the EPP are evaluated by a trained observer. And only those faculty members who have passed the Danielson Group proficiency assessment enter final Professional Year Assessment (PYA based on the FFT) scores in Taskstream, the unit's data management system. The state of Idaho supported the online certification of district administrators and EPP evaluators as it implemented Idaho administrative rule noted above. This focus on the FFT provides unification of preservice to inservice teacher evaluation.

This rejoinder will begin with evidence addressing how the FFT includes specific focus on meeting needs of diverse learners with a holistic perspective on comments noted in the site report. The FFT has also been the framework for multiple measures



across the EPP assessment system, building trustworthiness for reliable evaluation and attention to levels of performance. Appendix G of the CAEP Accreditation Handbook (which was released after the Boise State site visit) highlights areas for relevancy, actionability, and reliability. Much of the EPPs work connected to the FFT speaks to relevance, actionability, and reliability. After a more holistic presentation of the FFT influence on EPP work and assessment, this rejoinder will address specific areas and comments in the final Site Visit Report uploaded into AIMS.

### *Framework for Teaching Performance Levels*

The final Site Visit Report notes “Even though the instrument itself (Evidence Items 4 and 50) does not provide rubrics that specify candidate behaviors for each of the three levels of performance, mentor teachers and liaisons utilize the performance levels in Danielson’s (2013) Framework for Teaching document” (pp. 2-3). As demonstrated in Evidence Item 55, the evidence and descriptors of performance levels are indicated throughout the 109-page FFT document. All observers (and candidates) engage in professional development and education courses based on the language in this document. Each level and indicator has been updated in the 2013 edition to include: “tighter rubric language;” “critical attributes” for each level of performance for each component; and possible examples for each level of performance for each component. Danielson (2013) cautions these examples serve as illustration, not as exclusive possibilities.

Developing all EPP rubrics around this language and FFT contributes to “judgments that are more accurate and more worthy of confidence” (Danielson, 2013, p. 5). Also due to the enactment, study, and use of Danielson’s FFT in the Measures of Effective Teaching Study (<http://k12education.gatesfoundation.org/teacher-supports/teacher-development/measuring-effective-teaching/>), this framework has been investigated for its practical use, validity, and rater proficiency, enhancing its usefulness in EPP evaluation focused on valid and reliable measures. The FFT has high relevance for Idaho EPPs, and it has provided a framework for feedback and actionable items. This connects to AFI 1 in Standard 5, citing “inconsistent evidence that the EPP has established reliability and validity for EPP assessments” (p. 16).

Noting this foundational FFT for all assessment measures used in this EPP, the specific area of meeting the needs of diverse learners in connection to the FFT is merited. AFI 1 in Standard 1 states “there is little evidence that all candidates are prepared to advance the learning of all P-12 students” (p. 6). This statement appears contradictory to evidence from other statements throughout the final Site Visit Report such as “the data from three semesters reveal that all candidates score above a 2.0 (the level needed to be recommended for certification) in all areas of the PYA, presenting evidence together with scores on the S-PAT, Praxis, and the IPLP that candidates demonstrate an understanding of the 10 InTASC standards” (p. 4).

As the scores for all PYA data were provided and disaggregated by program in Evidence Item 49 and the levels of performance, including indicators was included

in Evidence item 55, an argument supporting Boise State candidates are prepared to meet the needs of all diverse learners may be further emphasized through specific attention the following areas of the FFT. The specific area of “The Learner and Learning” in the InTASC Standards will also be addressed with survey data following the FFT emphasis. The FFT evidences attention to meeting the needs of diverse learners in several areas. These areas demonstrate the capacity of the EPP and its graduates along with a sufficiently met area in CAEP Standard 1.

*FFT Language and Performance Levels*

**FFT 1b Demonstrating knowledge of students:**

Domain 1 of the FFT highlights components connected to planning and preparation.

**DOMAIN 1: Planning and Preparation**

**1a Demonstrating Knowledge of Content and Pedagogy**  
• Content knowledge • Prerequisite relationships • Content pedagogy

**1b Demonstrating Knowledge of Students**  
• Child development • Learning process • Special needs  
• Student skills, knowledge, and proficiency  
• Interests and cultural heritage

**1c Setting Instructional Outcomes**  
• Value, sequence, and alignment • Clarity • Balance  
• Suitability for diverse learners

**1d Demonstrating Knowledge of Resources**  
• For classroom • To extend content knowledge • For students

**1e Designing Coherent Instruction**  
• Learning activities • Instructional materials and resources  
• Instructional groups • Lesson and unit structure

**1f Designing Student Assessments**  
• Congruence with outcomes • Criteria and standards  
• Formative assessments • Use for planning

Demonstrating knowledge of students, in particular, mentions areas where candidates are assessed on preparation for meeting the needs of diverse learners. Specifically, “students whose first language is not English” are mentioned in this part of the FFT critical attributes. The FFT document includes, “... students have lives beyond school – lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn” (p. 13). Elements of component 1b are “knowledge of students’ skills, knowledge, and language proficiency; knowledge of students’ interests and cultural heritage; knowledge of students’ special needs.” FFT indicators include teacher participation in community cultural events and teacher-designed opportunities for families to share their heritages. Level 3 (Proficient) rubric states “...varied approaches to learning, knowledge, and skills, special needs, and interests and cultural heritage” (p. 15). One of the critical attributes includes

“the teacher is well informed about students’ cultural heritages and incorporates this knowledge in lesson planning.” An example provided includes “The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America...” (p. 15).

Following each description of how Boise State’s PYA evaluation instrument includes language attending to diversity, the PYA scores for the entire EPP in those areas are demonstrated over three cycles. It is important to note student teacher scores are higher than interns and there is growth over time (e.g., Fall 14 interns to Spring 15 student teachers.) A score of 2.0 on the 1.0 – 3.0 was agreed upon by the state of Idaho as meeting novice teacher preparation. A candidate cannot receive a score higher than a 3.0.

**PYA Scores for 1b**

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.5	2.7	2.72

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.8	2.72	2.89

**1c Setting Instructional Outcomes:**

This component includes “their suitability for diverse learners...” in the rubric language, critical attributes and examples. The indicators include “outcomes differentiated for students of varied ability” (p. 17). These areas include additional assessment on the preparation of Boise State candidates to meet the needs of diverse learners.

**PYA Scores for 1c**

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.48	2.39	2.57

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.7	2.79	2.78

**1e Designing coherent instruction:**

This component includes the following in FFT rubric language: “It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning...” (p. 25). Element description includes Instructional materials and resources defined as “aids to instruction are appropriate to the learning needs of the students” and “teacher intentionally organize instructional groups to support student learning.” For a Proficient rating on component 1e, the following example is provided: “The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style” (p. 27).

**PYA Scores for 1e**

<b>Fall 14 Interns (n=84)</b>	<b>Spring 15 Interns (n=47)</b>	<b>Fall 15 Interns (n= 78)</b>
2.51	2.55	2.64
<b>Fall 14 Student Teachers (n=51)</b>	<b>Spring 15 Student Teachers (n=98)</b>	<b>Fall 15 Student Teachers (n=59)</b>
2.65	2.75	2.78

**1f Designing Student Assessments:**

This component includes indicators of “modified assessments available for individual students as needed.” For a Proficient rating on component 1f, rubric language includes “assessment methodologies may have been adapted for groups of students” and includes “Employing the formative assessment of the previous morning’s project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning’s concept” as an example.

**PYA Scores for 1f**

<b>Fall 14 Interns (n=84)</b>	<b>Spring 15 Interns (n=47)</b>	<b>Fall 15 Interns (n= 78)</b>
2.18	2.24	2.37
<b>Fall 14 Student Teachers (n=51)</b>	<b>Spring 15 Student Teachers (n=98)</b>	<b>Fall 15 Student Teachers (n=59)</b>
2.55	2.59	2.64

Domain 1 is not characterized as an “observable domain” and therefore does not have ratings on the formative observation forms.

**2a Creating an Environment of Respect and Rapport:**

<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b>          • Teacher interaction with students • Student interaction with students</p> <p><b>2b Establishing a Culture for Learning</b>          • Importance of content • Expectations for learning and behavior          • Student pride in work</p> <p><b>2c Managing Classroom Procedures</b>          • Instructional groups • Transitions          • Materials and supplies • Non-instructional duties          • Supervision of volunteers and paraprofessionals</p> <p><b>2d Managing Student Behavior</b>          • Expectations • Monitoring behavior • Response to misbehavior</p> <p><b>2e Organizing Physical Space</b>          • Safety and accessibility • Arrangement of furniture and resources</p>
--

In Domain 2, which focuses on Classroom Learning Environments, Component 2a has a Proficient rubric description that includes “such interactions are appropriate to the ages, cultures and developmental levels of the students.” Each rubric level in 2a includes language about cultural sensitivity.

**PYA Scores for 2a**

<b>Fall 14 Interns (n=84)</b>	<b>Spring 15 Interns (n=47)</b>	<b>Fall 15 Interns (n= 78)</b>
2.71	2.8	2.85

<b>Fall 14 Student Teachers (n=51)</b>	<b>Spring 15 Student Teachers (n=98)</b>	<b>Fall 15 Student Teachers (n=59)</b>
2.94	2.89	2.92

Domain 2 is considered an “observable domain” in the Danielson teaching and observation proficiency framework. Therefore, with the new formative observation form implemented in Fall 15 (see Evidence Item 58), evaluation scores for the moment-in-time observations conducted during Fall 2015 are also included here. Taskstream includes four places to upload these observations each semester even though liaisons conduct more formative observations and assessments over the course of the semester. In order to measure candidate growth more sensitively, the formative observation rating scale maintains alignment with the FFT rubric, but with ‘half point’ designations (see the scale below). “Unsatisfactory” can be scored as 1.0 or 1.5, “Basic” can be scored as 2.0 or 2.5, and “Proficient” can be scored as 3.0, which creates a 5-point scale.

**Formative Observation Scores for 2a**

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	<b>Observation 1</b>	<b>Observation 2</b>	<b>Observation 3</b>	<b>Observation 4</b>
<b>Interns (n=91)</b>	3.75	4.16	4.27	4.66
<b>Student Teachers (n=50)</b>	4.29	4.31	4.46	4.76

### 3a Communicating with Students:

DOMAIN 3: Instruction	
<b>3a Communicating With Students</b>	<ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul>
<b>3b Using Questioning and Discussion Techniques</b>	<ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul>
<b>3c Engaging Students in Learning</b>	<ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Student groups</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul>
<b>3d Using Assessment in Instruction</b>	<ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring</li> </ul>
<b>3e Demonstrating Flexibility and Responsiveness</b>	<ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul>

This component includes, “And teachers’ use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students” (p. 59). This emphasis on modeling appropriate language is emphasized with candidate preparation to teach English Learners. Elements from this component include “directions” that are oral, written, and modeled and “use of oral and written language” with models to “enable students to emulate such language, making their own more precise and expressive” (p. 59).

In rubric language for Unsatisfactory, it states, “the teacher’s vocabulary is inappropriate to the age or culture of the students” in critical attributes (p. 60). The Proficient rubric uses a Venn Diagram as an example. Boise State has emphasized graphic organizers as an example of an instructional support for language learners. This description is included because the Site Visit Report indicates insufficient evidence for all candidates meeting the needs of English Learners.

As with Domain 2, formative observations are included to measure candidate growth and performance for Domain 3. The rating scale maintains alignment with the FFT rubric, but with ‘half point’ designations (see the scale below).

“Unsatisfactory” can be scored as 1.0 or 1.5, “Basic” can be scored as 2.0 or 2.5, and “Proficient” can be scored as 3.0, which creates a 5-point scale.

#### PYA Scores for 3a

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.56	2.71	2.73

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.74	2.8	2.81

### Formative Observation Scores for 3a

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
<b>Interns (n=91)</b>	3.5	3.98	4.05	4.42
<b>Student Teachers (n=50)</b>	3.69	4.19	4.23	4.68

### 3b Using Questioning and Discussion Techniques:

This component is described with the element of Discussion Techniques where a “teacher poses a question and invites all students’ views to be heard, enabling students to engage in discussion directly with one another...” (p. 64). This description attends to the idea of all perspectives and views to be heard and welcomed in a classroom.

### PYA Scores for 3b

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.39	2.37	2.46

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.54	2.55	2.69

### Formative Observation Scores for 3b

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
<b>Interns (n=91)</b>	3.03	3.51	3.7	4.08
<b>Student Teachers (n=50)</b>	3.52	3.92	4.02	4.28

### 3d Using Assessment in Instruction:

This component includes “to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class”(p. 75) in its rubric description. Again the emphasis is on differentiating and meeting assessment and learning needs of each individual student. Rubric language includes “Questions and assessments are used regularly to diagnose evidence of learning by individual students” (p. 79) and for Distinguished rating on the rubric, “The teacher successfully differentiates instruction to address individual students’ misunderstandings” (p. 79).

### PYA Scores for 3d

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.23	2.28	2.32

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.55	2.62	2.75

### Formative Observation Scores for 3d

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
<b>Interns (n=91)</b>	2.99	3.54	3.71	4.15
<b>Student Teachers (n=50)</b>	3.45	3.92	4.06	4.39

### 4c Communicating with families:

<b>DOMAIN 4: Professional Responsibilities</b>	
<b>4a Reflecting on Teaching</b>	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul>
<b>4b Maintaining Accurate Records</b>	<ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Non-instructional records</li> </ul>
<b>4c Communicating with Families</b>	<ul style="list-style-type: none"> <li>• About instructional program</li> <li>• About individual students</li> <li>• Engagement of families in instructional program</li> </ul>
<b>4d Participating in a Professional Community</b>	<ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Participation in school projects</li> <li>• Involvement in culture of professional inquiry</li> <li>• Service to school</li> </ul>
<b>4e Growing and Developing Professionally</b>	<ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Service to the profession</li> </ul>
<b>4f Showing Professionalism</b>	<ul style="list-style-type: none"> <li>• Integrity/ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision-making</li> <li>• Compliance with school/district regulations</li> </ul>

This component includes “it is the responsibility of teachers to provide opportunities for [families] to understand both the instructional program and their child’s progress” (p. 95). The rubric also emphasized importance of regular communication with children and adolescents. Indicators include “frequent and culturally appropriate information sent home regarding the instructional program and student progress” (p. 97). Proficient rubric language states, “...conveys information about the individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.” And critical attributes for 4c include “most of the teachers’ communications are appropriate to families’ cultural norms” (p. 97).

### PYA Scores for 4c

<b>Fall 14 Interns (n=84)</b>	<b>Spring 15 Interns (n=47)</b>	<b>Fall 15 Interns (n= 78)</b>
2.31	2.2	2.37

<b>Fall 14 Student Teachers (n=51)</b>	<b>Spring 15 Student Teachers (n=98)</b>	<b>Fall 15 Student Teachers (n=59)</b>
2.71	2.63	2.83



#### **4f Showing Professionalism:**

This component includes the following language: “Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student” (p. 107). Proficient rubric language includes “active in serving students, working to ensure that all students receive a fair opportunity to succeed” (p. 109). Critical attributes include “actively addresses student needs” and “actively works to provide opportunities for student success.”

#### **PYA Scores for 4f**

<b>Fall 14 Interns (n=84)</b>	<b>Spring 15 Interns (n=47)</b>	<b>Fall 15 Interns (n= 78)</b>
2.75	2.81	2.83

<b>Fall 14 Student Teachers (n=51)</b>	<b>Spring 15 Student Teachers (n=98)</b>	<b>Fall 15 Student Teachers (n=59)</b>
2.84	2.9	2.95

Domain 4 is not characterized as an “observable domain” and therefore does not have ratings on the formative observation forms.

#### *Meeting the Needs of Diverse Learners: Coursework and Field Experiences*

Evidence Item 74: *Boise State Preparation for Diverse Learners* includes information on specific course syllabi and field experiences in courses where candidates work with diverse learners and communities. Not only do candidates have multiple experiences addressing individual intervention for assessing and supporting learning (see Evidence Item 57 with Case Study examples), but also candidates have field experiences where they engage in service learning in the community or specific field experiences to work with diverse learners and meet their needs. Evidence Item 74 includes specific readings and reflective experiences for candidates connected to their Professional Year Internship. The examples included in this evidence item highlight attention to a “culture of poverty” and how candidates view that description and respond to it, both in their own lives and in their classrooms. Likewise, ED-CIFS 201 includes a link to an example of a syllabus where candidates are required to engage in a community experience and reflective response where they connect theory and practice. This is an initial course for any teacher education major considering pursuing a professional licensure program. The ED-CIFS 301 Field Experience has candidates working with individual learners, often in an AVID program experience where they are supporting candidates who need additional support in their education. ESP 350 also includes an early field experience through service learning so that *all candidates have field experiences and service learning components where they work with diverse learners* (see AFI 1 in Standard 2).

#### *Surveys Demonstrating Competency Meeting Diverse Learner Needs*

Each year, Boise State distributes surveys to employers and alumni (Alumni surveys are distributed in the fall for graduates from one year or more prior – ie., Fall 15

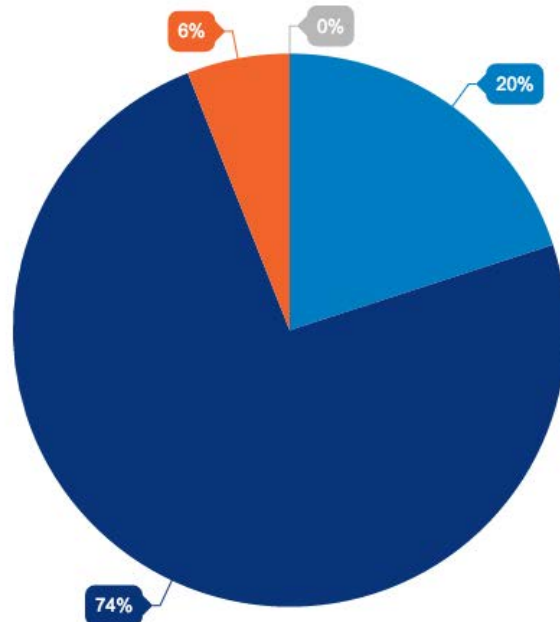
respondents graduated in Spring 14 or earlier.) Timing in the distribution of surveys or measurement instruments is an important criteria in Appendix G discussing assessment rubrics for validity and reliability (see AFI 1 in Standard 5).

Certain areas of the survey focus specifically on meeting the needs of diverse learners. The survey is aligned with the Danielson FFT and the InTASC standards. *Validation of the survey was conducted among Institutions of Higher Education in Idaho and through focus groups including trained evaluators, district administrators and superintendents, and The Danielson Group facilitators* (see AFI 1 in Standard 5). With attention to our individual completer placement lists and contact information, all Idaho EPPs agreed to send the same employer survey. The first iteration of this validated instrument was distributed in October 2015. Boise State had the following results for InTASC area two, The Learner and Learning, where meeting the needs of diverse learners is emphasized. The 2015 survey had 83 employers complete and submit full responses. The Learner and Learning was ranked higher from the employers of completers than the same questions/area on the Alumni Survey distributed to the same cohort of completers.

### Fall 2015 Employer Survey

2015 Employer Survey: The Learner and Learning

■ Unsatisfactory (0%) ■ Basic (20%) ■ Proficient (74%) ■ Distinguished (6%)



Note that there are no responses marked as “Unsatisfactory” for questions addressing meeting the needs of diverse and individual learners. Additionally 80% of respondents rated Boise State completers as Proficient *or higher* in this area. Narrative comments in the survey also addressed specific ways employers thought the Boise State programs were successful and where they may continue to grow. These respondents are also community stakeholders with an active voice in reviewing EPP data and contributing to programmatic decisions for continuous improvement (see Evidence Item 16, Sage Focus Groups and Evidence Item 17, Stakeholder Steering Committees).

Respondents answered questions on the 2015 Employer Survey based on a four-point scale aligned with the Danielson framework: Unsatisfactory (1), Basic (2), Proficient (3), Distinguished (4). Some of the employer survey questions in this area include:

Question	Mean
The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow. (n=76)	3.09
The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction. (n=76)	3.03
The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs. (n=72)	3.08
The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs. (n=76)	2.96
The teacher/employee uses strategies that support new English language learners. (n=69)	3.00
The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources. (n=76)	2.95

The following survey comments were included when asked to indicate strengths of the EPP:

Teachers come in with a broad understanding of the state standards and with MTI practices. Bilingual program teachers come with a strong sense of cultural diversity and responsiveness.

The variety of experiences student teachers are able to have [see AFI 1 in Standard 2]. The opportunities for collaboration with peers and other administrators during training.

I believe some of our new teachers understand the idea of differentiated instruction. They seem to be willing to try various methods to teach kids. This is so important. Also, they seem very proficient in content areas.

Enthusiastic, focused on student learning.

Overall the students come into the schools with a good background knowledge of the Common Core and strategies to teach lessons. They have an overall awareness of formative and summative assessment and skills to build lesson plans to support learning targets. They are also good about jumping in and working with collaborative teams, sharing ideas, and being flexible in their days. Sound instructional strategies for all learners.

I am enjoying the partnerships our district is starting to have with BSU. I look forward to strengthening those partnerships, especially in producing teachers of ELL, SPED and Computer Science.

Students are coming solidly prepared to teach all students, with multiple strategies. [the same respondent said:] Providing additional support for students to work with ELL, students with special needs is an area to improve and grow in.

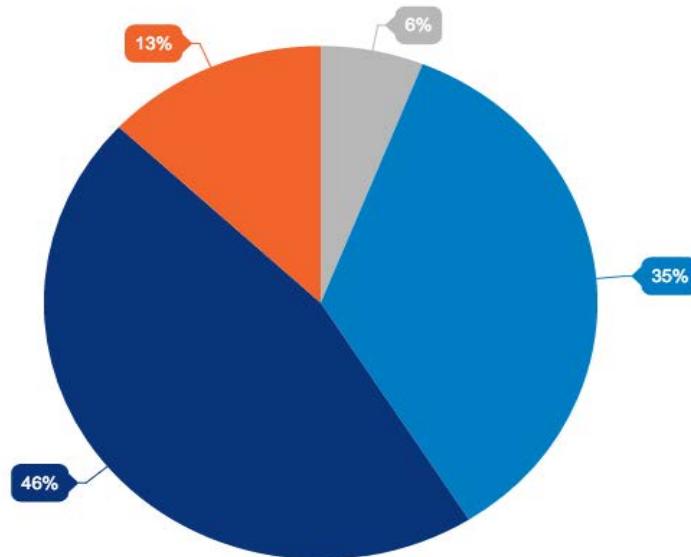
From the comments, it is important to note that the culture of inquiry cultivated within the EPP and its community stakeholders is one of progress. Employers note strengths and areas of growth that may be similar (as in the last comment). Discussions of data with program stakeholders include similar notes. These distinctions help us and program reviewers to identify that while Boise State *is sufficiently preparing candidates to meet the needs of all learners*, we also hope to continue to grow and enrich this aspect of our programs, with particular attention to linguistic diversity.

The 2015 Alumni Survey data also went through alignment and cross-walk processes with the Danielson FFT and InTASC standards. Groups reviewed the survey questions and validated the alignment process. Again, all EPPs in the state have agreed to administer the same Alumni survey across graduates. The following display highlights InTASC area, The Learning and Learning, category data from Fall 2015 alumni survey responses.

## Fall 2015 Alumni Survey

### 2015 Alumni Survey: The Learner and Learning

■ Unsatisfactory (6%) ■ Basic (35%) ■ Proficient (46%) ■ Distinguished (13%)



Compared to the 2015 Employer Survey results, the Fall 2015 Alumni Survey results demonstrate that employers rank alumni higher than they rank themselves. Just like the 2015 Employer survey, alumni respondents answered questions on the 2015 Alumni Survey based on a four-point scale aligned with the Danielson framework: Unsatisfactory (1), Basic (2), Proficient (3), Distinguished (4). Some of the alumni survey questions in this area include:

As a result of my professional preparation, I feel prepared to:	Mean
Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn (n=84)	3.09
Evaluate the effects of my actions and modify plans accordingly (n=84)	3.13
Honor diverse cultures and incorporate culturally responsive curriculum (n=86)	2.79
Have a positive effect on student achievement according to state assessments (n=83)	2.93
Understand value of working with colleagues, families, community agencies in meeting student needs (n=84)	3.07
Use self-reflection as a means of improving instruction (n=84)	3.26

Additionally, narrative comments from completers on this survey included the following:

I felt prepared for reaching the diverse needs of each student. My student teaching experience helped prepare me for reaching all levels of learners and being able to do so while maintaining student integrity. I also felt really prepared to handle my classroom management routines.

The strengths that my program effectively prepared me on were working and adjusting lesson plans to accommodate IEP and 504 students.

I feel that the University really helped me be able to record and analyze data. My courses encouraged me to reflect on my experiences. I feel that this was a huge thing for me. I learned so much more through my own analysis of myself and who I am as a teacher.

I loved Boise State's education department because of the constant focus on reflecting and improving using clear goals based on high expectations. This is the premise of very day as an elementary teacher. I was given an experience with a diverse population and innovative staff during student teaching that has helped me immensely teaching in Arizona the last two years. I miss that school and my mentors from Boise State! I have felt ready everyday to take whatever comes. Boise state has also set me apart from other teachers' reluctance to approach common core with a positive and proactive attitude. I know how to create anything and everything and use research/my understanding of the material to back it up.

I gained a lot of experience working in different schools.

Very relevant. I teach in a dual language environment, and working with ELL students helped a lot.

Because I had a unique experience in being placed in two extremely different settings as far as schools go, I felt I was prepared for any school setting.

Several of the narrative comments on the alumni survey referenced the diverse clinical field experiences and their impact on completer preparation. Again, this is an area where there is data to identify *sufficiency in meeting the standard* (AFI 1 in Standard 2) while at the same time a desire to do more to ensure all candidates have the best clinical experiences to meet their preparation needs.

### *SLO Data Tables*

The Student Learning Outcome (SLO) assessment in the S-PAT provides evidence to support candidate preparation to meet diverse learner needs. As noted in the final Site Visit Report, Boise State was working to identify valid and reliable measures for demonstrating the multiple ways in which diversity is a cross-cutting theme. Through continuous improvement efforts, Boise State found the S-PAT concluding reflections did not include specific reference to CAEP language addressing diversity.

It is important to note this was not an intention of the S-PAT concluding reflections, nor was such an evaluation measure shared or designed to guide candidate reflection. What this evidence highlighted was the lack of a purposeful way to collect evidence identifying areas of diversity and meeting diverse learner needs within the S-PAT. Therefore, in Fall 2015, multiple seminars and workshops addressing SLOs and instructional supports for diverse learners were added to the Student Teaching seminar schedule. (see Appendix A in the Rejoinder Evidence Attachment.) A new form was added to Taskstream in the S-PAT section where candidates enter data on meeting individual needs and using instructional support strategies. The formative observation form was also initiated as evidence in Taskstream. With the additional emphasis on SLOs and instructional supports for diverse learners in Fall 2015, another review of S-PAT concluding reflections with the same rubric indicated sufficiently addressing diversity (81% Basic or Proficient) according to the CAEP language. This was an internal assessment for the EPP, not something used to assess candidates or guide candidate learning. It would appear the emphasis on SLOs, differentiation in the unit design templates, and instructional supports for diverse learners had candidates thinking and reflecting more purposefully with language connected to diversity. In the future, Boise State will continue to use the SLO data and Taskstream data collection to store and analyze evidence. The S-PAT rubrics are also a large part of the Measurement Plan (see Appendix B in the Rejoinder Evidence Attachment) referenced in the section on Standard 5 and valid and reliable measures.

As alluded to in the Site Visit Report, Evidence Item 72, Boise State SLO Data, indicated 8 out of the 59 S-PAT SLO data rated their initial instruction as “ineffective” with less than 60% of students meeting learning targets. This data included one candidate from Biology; one candidate from Economics, one of two candidates from Mathematics; and five of 25 Elementary candidates. The secondary candidates included here do not mention the effort to meet the needs of English learners in their reflections or SLO data. The one math candidate retaught the concepts from her unit when she realized there were several students who did not meet learning targets on her post-assessment. This experience was more of a learning experience for her *and her students* than not. It evidenced an address of meeting diverse learning needs that would not have been attended to without the SLO process included in the S-PAT. This teacher identified where and which students needed more information or instruction from her assessment data and analysis of SLO targets, and she differentiated more fully based on the post-test data. In this sense, the S-PAT did not end with her post-test but became renewed. Recognizing the importance of meeting the learner needs before moving on was an important part of her unit instruction and reflection.

Likewise, with the five elementary candidates, three were from one school doing a unit across their three 1<sup>st</sup> grade classrooms. In their reflections, they identified they had set goals too high to have an effective learning target (e.g., all students will reach a 90% or better). They reflected together on this process, retaught concepts in their individual classrooms, and extended instruction by two weeks to meet

learning targets (indicating a highly effective S-PAT in the end). These candidates also noted that all students showed growth in the initial time period of the unit. This experience turned into an important learning experience on setting better class learning targets. There were no English Learners in these three classrooms. In the two other elementary contexts, only one had an English Learner involved in the unit. All reflections indicate re-teaching after having set inappropriate learning targets. As identified in Evidence Item 72, 37 of the 59 S-PAT units were highly effective (90-100% of students met learning targets) or effective (75 – 89% of students met learning targets set by student teachers). This data indicates deep learning on the process of meeting diverse learner needs. Liaisons have also begun focusing more explicitly on the setting of learning targets in the unit plan design of the S-PATs.

Notably, the three Bilingual Education candidates (who would have been the only candidates necessarily working with language learners) had three highly effective S-PATS with 90 – 100% of students meeting learning targets. Also on the SLO form in Taskstream, candidates indicate how many language learners were in their classrooms. In 59 S-PATS, 33 candidates indicated “no supports necessary” for language learners. In an identification of how often instructional supports were included in the units, a table was created onsite to highlight when graphic supports, sensory supports, or interactive supports were included. These instructional supports were connected to language learners in the seminars and workshops. The “Ineffective” S-PATs identified by initial SLO evidence give little indication the ineffective SLO targets were due to linguistic diversity.

**Table Highlighting SLO Strategies Connected to Language Learning**

<b>Program Total</b>	<b>Graphic Supports</b>	<b>Sensory Supports</b>	<b>Interactive Supports</b>	<b>No supports necessary</b>
EPP (n=59)	30	20	21	33
Bilingual (n=3)	3	2	2	0
Economics (n=1)	1	0	0	1
Biology (n=1)	1	1	1	0
Mathematics (n=2) <i>1 ineffective SLO</i>	0	0	0	2
Elementary (n=25) <i>5 ineffective SLO</i>	13	6	8	13

*Clinical Placement Diversity*

In Standard 2, the final Site Visit Report includes an area for improvement: “Not all candidates have clinical experiences with diverse P-12 learners” (p.9). As noted in the above section discussing Evidence Item 74, there are several opportunities for experiences with diverse p-12 learners and/or their families and communities. The rationale for the AFI includes the fact most candidates stay in the same clinical



setting for their Professional Year. While this is true about the Professional Year, candidates are not necessarily in the same classroom, and more importantly, it is not the case that a candidate would spend every field experience in one context.

This AFI also alludes to Evidence item 64 and an identified need for more certified teachers for “language instruction” in the next five years. Boise School District, a key placement area for clinical experiences, identified an estimated need for 18 certified language instructors. West Ada, Boise State’s next most common placement district and the largest in the state, indicated an estimate of hiring five teachers. Two districts about 30 miles west of Boise State’s main campus identified an estimate of hiring 20 teachers over the next five years. Boise State’s discussion in the prior sections on addressing evidence to meet the needs of diverse learners, with particular attention to supporting and documenting instructional supports for language learners, addresses the work already in place to more purposefully address this programmatic need. Likewise, placements attend purposefully to diverse contexts by engaging in service learning in the community as well as tutoring programs in area schools (e.g., the AVID program) for early field experiences. Boise State also places Professional Year candidates in schools in the valley where there are diverse populations. A key point that would have been made on the school site visits was the partnerships among liaisons and “liaisons-in-residence” where more affluent schools (see Adams Elementary in the table below) have candidates who spend one semester of their Professional Year in a Title I school or a school with a larger refugee population (see Jefferson Elementary in the table below).

The statement in the rationale for the Standard 2 AFI claims “... despite the existing diversity of P-12 students in the surrounding schools.” With consideration of the demographics of Idaho and the local area, Boise State teacher educators are making the most of every opportunity within area school districts to provide for diverse clinical field experiences. The following table includes the demographics by ethnicity enrollment for the state of Idaho and area districts and schools where Boise State candidates are placed.

**Partner School Enrollment Ethnicity Table**

<b>School</b> <b>* indicates a Title I school</b>	Enrollment percentage (White)	Enrollment percentage (other ethnicity, including Black, Hispanic, Native American, Asian, Pacific Islander, Multiracial)
<b>State of Idaho Demographics</b>	77%	23%
<b>Boise District Totals</b>	76%	24%
<i>Elementary Partner Schools</i>		
Adams	87%	13%
Amity	88%	12%
Garfield*	64%	36%
Grace Jordan*	88%	12%
Jefferson*	60%	40%
Liberty	85%	15%

Maple Grove	86%	14%
Morley Nelson*	59%	41%
Riverside	82%	18%
Shadow Hills	86%	14%
Taft*	60%	40%
Trail Wind	82%	18%
Valley View*	72%	28%
Whitney*	61%	39%
Whittier*	48%	52%
<i>Junior High Schools</i>		
East JHS	79%	21%
Fairmont JHS	63%	37%
North JHS	84%	16%
South JHS	71%	29%
West JHS	78%	22%
<i>High Schools</i>		
Boise	83%	17%
Borah	75%	25%
Frank Church* (Alternative HS)	74%	26%
<b>Kuna School District</b>		
Crimson Point Elementary	90%	10%
Reed Elementary	70%	30%
Hubbard Elementary	88%	12%
Kuna Middle School	87%	13%
Kuna High School	85%	15%
<b>Middleton School District</b>		
Mill Creek Elementary	87%	13%
Middleton Heights Elementary	84%	16%
Middleton High School	84%	16%
<b>Nampa School District</b>		
Central Elementary School	55%	45%
Nampa High School	60%	40%
<b>Vallivue Middle School</b>	59%	41%
<b>West Ada School District</b>		
Andrus Elementary	84%	16%
Lake Hazel Elementary	85%	15%
Prospect Elementary	82%	18%
Silver Sage Elementary	74%	26%
Heritage Middle School	85%	15%
Lake Hazel Middle School	81%	19%
Rocky Mountain High School	87%	13%

The Idaho State Department of Education website ([www.isde.gov](http://www.isde.gov)), reports demographics of Idaho pk-12 school enrollment by ethnicity and includes about 77% white residents. This percentage holds steady from 2010 to 2015. The following table identifies Idaho pk-12 school enrollment by ethnicity.

### State of Idaho School Enrollment

Ethnicity	2010	2011	2012	2013	2014	2015
Asian	1.37%	1.3%	1.32%	1.31%	1.28%	1.24%
Black/African American	1.17%	1.02%	1.02%	1.06%	1.02%	.99%
Hawaiin/Pacific Islander	.42%	.36%	.35%	.34%	.32%	.31%
Hispanic/Latino	14.97%	15.92%	16.25%	16.76%	16.96%	17.24%
Native American	1.67%	1.4%	1.34%	1.31%	1.23%	1.22%
White	80.39%	78.48%	78.05%	77.37%	77.19%	76.84%
Two or more races	Not used in 2010	1.51%	1.66%	1.85%	2%	2.15%
<b>Total Students</b>	276,322	281,590	281,841	299,013	288,069	292,488

As can be noted from the enrollment tables by ethnicity, the schools where Boise State places candidates have similar enrollments in terms of ethnic diversity when compared with the state of Idaho overall. The total pk-12 enrollment in the state of Idaho has decreased from 80% to nearly 77% over six years. A percentage of white ethnic enrollment for the partner schools with whom Boise State places teacher candidates is 84% or higher. Many partner schools have considerably more diverse ethnicity when compared to the state or regional demographics. Quite importantly is the consideration of the Title I schools with whom our candidates work and the school populations with 70% or lower enrollment by ethnicity as White. Working across these types of partner schools, Boise State has diverse placements for all candidates. Not all candidates are placed in Title I or schools with high refugee populations for their entire Professional Year as there are not enough of those placements within a 50-mile radius of the university. Candidates do have multiple early field experiences, including community and service learning opportunities where diverse populations are also emphasized. The tables including enrollment by ethnicity indicate *Boise State is meeting the need of diverse placements for candidates*, in particular when compared to the state pk-12 learner population.

When receiving the estimated need for language instructors from the Idaho State Department of Education, Boise State made a concerted effort to gather more purposeful data on preparation of candidates to meet diverse learner need, in particular the needs of language learners. More purposeful partnerships among Title I and non-title I schools for elementary placements have also been forged. It was a surprise to see that attending to this on our own as an EPP and moving toward more intentional data collection also generated the rationale for adding an area for improvement that was not discussed on-site.

### *Valid and Reliable Measures*

In an evidence item shared during the site visit, Boise State faculty outlined how they have been engaging in the establishment of valid and reliable measures across signature assignments. The following information was shared with the site team.

#### **Quality Assurance – S-PAT rater reliability processes.**

In fall 2015, elementary liaisons met to score a random sample of S-PATs from Spring 2015 semester. Elementary Education Liaison Group (EELG) agenda for one of the review meetings and powerpoint slides identifying the sharing of data and impetus for further S-PAT rubric review were included in appendices for this evidence. (Appendices available upon request for the rejoinder as well.) Secondary education liaisons, course program coordinators, and faculty also met and followed a similar process after the EELG review.

Secondary liaisons and instructors met with a random sample of S-PATs from Spring 2015 (one selected from each content area) to score and discuss. The process included:

- 1) All participants read through one component of the same S-PAT individually, with a rubric beside him or her, and took notes. (Participants started with the "Assessment of Student Work" section because this was an area that stakeholders reported our teachers were least prepared. This "Assessment of Student Work" section has a focus on differentiating instruction for the purpose of meeting diverse needs of all learners.)
- 2) Participants discussed their notes and scores with partners.
- 3) The whole group discussed their scores and rationale for assigning a score.

This was repeated with three S-PAT samples ("Assessment of Student Work") from three different content areas.

Seven attendees representing English, STEM, and liaisons who supervise PE, World Languages, English, History/SS, Art, Theater Arts, Music, and STEM, as well as elementary supervision participated. All scorers scored within .5 of one another on a 0, .5, 1, 1.5, 2, 2.5, 3 scale.

The next time this group met (November 2015), participants repeated the process with two more S-PAT samples. This time evaluators looked at the S-PATs holistically (by the end of this meeting, participants had viewed an earth science, English, PE, social studies, and math S-PAT). This process was preferred due to the attention to context of the learning environment and learning targets. Attention to rubric clarity was also identified and will be pursued through the 2016-2017 Measurement Plan

for Reliability outlined in Appendix B. Again, all scorers (9 participants this round) were within .5 of one another on a 0, .5, 1, 1.5, 2, 2.5, 3 scale.

The 2016-2017 Measurement Plan for Reliability outlined in Appendix B highlights the timeline and tasks for working toward valid and reliable measures on the S-PAT along with the interview rubrics and formative observation form assessment.

### *Measurement Plan*

Page 16 of the final Site Visit Report included an area for improvement: “There is inconsistent evidence that the EPP has established reliability and validity for EPP assessments.” A measurement plan for reliability has been established with a 2016-2017 timeline for completion of tasks. (see Appendix B of the Rejoinder Evidence Attachment). A measurement plan for validity with a 2017-2018 timeline will be developed in early 2017 based on preliminary reliability results.

The measurement plan for reliability includes both rater training and calibration to master criteria, and the reporting of reliability coefficients, which are criteria listed as “examples of attributes above sufficient level” on Version III-March 2016 “Appendix G - Assessment Rubric.” The measurement plan highlights and augments work already described in the Selected Improvement Plan.

Boise State’s 2015-2022 Selected Improvement Plan identified Standard 3.3 as a goal:

*By 2022, reliable and valid measures of dispositions beyond academic ability will be used as a meaningful source of data on candidates before and during the preparation program.*

The goal for Standard 3.3 area of improvement is centered on the first half of the standard: *Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program.* In order to “establish” and “monitor” dispositions at admissions and during the program, all measures to collect and analyze data must be reliable and valid. The data collection and analysis plans in the SIP for 3.3 includes the reporting of validity coefficients, content validity, and predictive validity analyses which are criteria listed as “examples of attributes above sufficient level” on Version III-March 2016 “Appendix G - Assessment Rubric.”

### *Extra comments and notes*

A few other comments may be noted to add clarification and context to the final Site Visit Report.

(1) On page 4, the report states “As a result of the Formative Feedback Report, the EPP provided aggregated data for the EPP, disaggregated data by individual program, number of candidates participating in each assessment, and three cycles of data for most assessments. The EPP provided little additional analysis of the data in the Addendum once the data were aggregated for the EPP and disaggregated by program.” It is important to re-clarify the process by which data was shared. The self-study included analysis of data and grouped data among “elementary and dual degree” programs and “secondary and k-12” programs. This is where comparisons were made due to small numbers in any of the data sets. The aggregate and disaggregate tables provided in the Addendum were the same data analyzed by the EPP to generate the self-study analysis. In this sense, we provided the analysis without the raw data in the self-study and then added the raw data as requested in the Addendum.

(2) On page 4 it also states “the exception are candidates in Early Childhood Studies program who had a first time pass rate of 60 and 50% in Praxis I for fall 2013 and spring 2014 respectively and a first time pass rate of 40 and 75 percent in the Praxis II exam for fall 2013 and spring 2014 respectively.” Again, as re-emphasized in Evidence Item 56, the Early Childhood candidates passed the appropriate praxis assessment. In fall 2013 two of the six candidates did not pass the assessment *on their first attempt*. In spring 2014 one of four candidates did not pass the assessment the first attempt. This candidate was within one point of the passing score and persisted until passing. Likewise, the fall 2013 candidates were near the cut score (175). The clarification would be that it is not an “exception” that “Praxis I and Praxis II scores demonstrate that candidates possess content knowledge in their subject areas.” These candidates did demonstrate possessing content knowledge through their passing scores. The small numbers of candidates in these programs also make the percentages appear potentially larger in number of candidates not passing the first time.

(3) On page five, the Site Visit Report mentions case study data were documented but not aggregated for the EPP. The following tables include the case study data that were available during the site visit.

Case Study for Early Program Students in Fall 2014							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=75)	N/A	2.70	2.76	2.72	N/A	N/A	2.74

Case Study for Mid Program Students in Fall 2014							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=96)	2.68	2.51	2.60	2.69	2.65	2.50	2.72

Case Study for Early Program Students in Spring 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=61)	N/A	2.80	2.91	2.50	N/A	N/A	2.94

Case Study for Mid Program Students in Spring 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=53)	2.85	2.67	2.65	2.83	2.85	2.76	2.69

Case Study for Early Program Students in Fall 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=68)	N/A	2.68	2.78	2.49	N/A	N/A	2.68

Case Study for Mid Program Students in Fall 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=73)	2.90	2.68	2.78	2.71	2.67	2.66	2.63

(4) On page five of the Site Visit Report, it notes that one program was not approved by the state: “The program not approved, Math Consulting Teachers, is an advanced program under the category of teacher leader endorsement. As an advanced level program, the Math Consulting Teacher does not fall under the purview of the CAEP visitor team during this accreditation cycle.” It is important to clarify that Boise State has not received a final report from the State Department of Education outlining program approvals or disapprovals. Based on the verbal feedback at the Exit Interview, Boise State faculty prepared a response with evidence of how the program meets the state standards. The Graduate Certificate in Mathematics Consulting Teacher Endorsement was approved by the Idaho State Board of Education *prior* to the adoption of Teacher Leader standards, under which the program fell for this review. Upon presentation to the Professional Standards Commission in June 2016, the program coordinators expect a conditional approval based on the outline of how the Teacher Leader standards are being met within the Mathematical Thinking for Instruction program. (See Appendix C in the Rejoinder Evidence Attachment for the proposed revisions.)



(5) On page 15, it is inappropriate to include the “Diversity Rubric” as a part of the measurement system as it has not been used to measure candidate performance. It would not even be considered a rubric by the EPP. It was a framework adopted from CAEP language to determine if the unit was collecting evidence inclusive of the CAEP cross-cutting theme of diversity. It would be inappropriate to suggest that this framework should be validated or tested for reliability for “performance against the standard.” The Measurement Plan for Reliability (see response to AFI 1 Standard 5 and Appendix B in the Rejoinder Evidence Attachment) should be the basis of evidence for this determination.

### *Future Opportunities*

Most importantly, Boise State has greatly appreciated the opportunity to engage in the early adoption of the CAEP standards. We believe the entire EPP has been re-cultured as one of continuous improvement and inquiry. The reporting and sharing of data is prevalent and systemic in the EPP. Our early adoption stance has allowed us as colleagues to enact principles of continuous improvement that were already in place. The Continuous Improvement Team has identified areas for growth from the initiation of the S-PAT, the PYA (shared state common summative assessment), Case Studies of Individual Learners, and the collection of data in the Taskstream platform. Marked efforts over time have demonstrated growth over just three semesters, or cycles, of data. Therefore, the EPP has already indicated its emphasis on systems and continuous improvement. We have a demonstrated track record for continuous improvement and growth. This opportunity may not have been realized without the adoption of CAEP standards and the prospect of becoming an early adopter for our review period. Thank you for this opportunity for programmatic growth.

Additionally, maintaining the cycle of site visits with the self-study, formative feedback, and addendum process is quite helpful in allowing professionals to engage in collegial conversations about the transformation of educator preparation. Engaging in continuous improvement with accountability structures attached may be a cautious consideration for EPPs. However, with an accrediting body that embraces the formative feedback task and allows for true inquiry and improvement, EPPs may take responsibility for the preparation of educators via transparent and evidence-based decisions that could inform education policy and the field at large.