

# IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

DRAFT STATE TEAM REPORT-FULL PROGRAM REVIEW  
BRIGHAM YOUNG UNIVERSITY-IDAHO  
OCTOBER 23-OCTOBER 26, 2018

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## INTRODUCTION

“Brigham Young University-Idaho is a private, four-year university affiliated with The Church of Jesus Christ of Latter-day Saints.

BYU-Idaho seeks to create a wholesome learning environment in which students can strengthen their commitment to their faith and receive a quality education that prepares them for leadership in the home, the community, and the workplace.”

### [– University Mission Statement](#)

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

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: required course syllabi, required course assignments and rubrics, required course exams, Praxis scores, area specific binder documentation provided by BYU-I, evidence room website/portal, as well as interviews with candidates, completers; BYU-I faculty and staff, mentor teachers, and supervisors; as well as district/school administrators.

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

- **Candidate.** An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider (EPP).
- **Completer.** Any candidate who exited a preparation program by successfully satisfying the requirements of the EPP.
- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.
- **Educator Preparation Provider (EPP).** The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.
- **Program.** A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs may offer a number of

program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).

- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

## PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
<b>State Specific Requirements Standard 1: Instructional Shifts for Language Arts</b>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>State Specific Requirements Standard 2: Idaho Comprehensive Literacy Standards</b>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>State Specific Requirements Standard 3: Instructional Shifts for Mathematics</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>State Specific Requirements Standard 4: Instructional Technology and Data Literacy</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>State Specific Requirements Standard 5: Clinical Practice and Performance Assessments</b>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>State Specific Requirements Standard 6: IDAPA Rule Certification Requirements</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	

Standards/Program	Recommendation	Notes
<p><b>Idaho Core Teaching Standards</b></p>	<p><input type="checkbox"/> Approved  <input checked="" type="checkbox"/> Conditionally Approved  <input type="checkbox"/> Not Approved</p>	<p><b><i>Core Teaching Standards are essential to all programs. As such, a “Conditionally Approved” finding at the Core Teaching Standards level impacts every other program area reviewed, making all programs “Conditionally Approved.” Please see the full report for more specific findings.</i></b></p>
<p><b>Idaho Standards for English as a Second/New Language (ESL/ENL) Teachers</b></p>	<p><input type="checkbox"/> Approved  <input type="checkbox"/> Conditionally Approved  <input type="checkbox"/> Not Approved  <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards</p>	<p>Insufficient Evidence on Idaho Core Teacher Standards and program level (<b><i>Conditionally Approved on both program level and Core</i></b>)</p>
<p><b>Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers</b></p>	<p><input type="checkbox"/> Approved  <input type="checkbox"/> Conditionally Approved  <input type="checkbox"/> Not Approved  <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards</p>	<p>Insufficient Evidence on Idaho Core Teacher Standards (<b><i>Approved at program level</i></b> with areas for improvement, but Conditional Approval due to Core)</p>
<p><b>Idaho Standards for Elementary Education Teachers</b></p>	<p><input type="checkbox"/> Approved  <input type="checkbox"/> Conditionally Approved  <input type="checkbox"/> Not Approved  <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards</p>	<p>Insufficient Evidence on Idaho Core Teacher Standards (<b><i>Approved at program level</i></b> with areas for improvement, but Conditional Approval due to Core)</p>
<p><b>Idaho Standards for English Language Arts Teachers</b></p>	<p><input type="checkbox"/> Approved  <input type="checkbox"/> Conditionally Approved  <input type="checkbox"/> Not Approved  <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards</p>	<p>Insufficient Evidence on Idaho Core Teacher Standards (<b><i>Approved at program level</i></b> with areas for improvement, but Conditional Approval due to Core)</p>

Standards/Program	Recommendation	Notes
<b>Idaho Standards for Exceptional Child Generalists</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards ( <b>Approved at program level</b> with areas for improvement, but Conditional Approval due to Core)
<b>Idaho Foundation Standards for Professional-Technical Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards ( <b>Approved at program level</b> with areas for improvement, but Conditional Approval due to Core)
<b>Idaho Standards for Family and Consumer Sciences Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards ( <b>Approved at program level</b> with areas for improvement, but Conditional Approval due to Core)
<b>Idaho Standards for Mathematics Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards and program level ( <b>Conditionally Approved on both program level and Core</b> )
<b>Idaho Foundation Standards for Science Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards ( <b>Approved at program level</b> with areas for improvement, but Conditional Approval due to Core)

Standards/Program	Recommendation	Notes
<b>Idaho Standards for Biology Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards ( <b>Approved at program level</b> with areas for improvement, but Conditional Approval due to Core)
<b>Idaho Standards for Chemistry Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards ( <b>Approved at program level</b> with areas for improvement, but Conditional Approval due to Core)
<b>Idaho Standards for Earth and Space Science Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards ( <b>Approved at program level</b> with areas for improvement, but Conditional Approval due to Core)
<b>Idaho Standards for Physics Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards ( <b>Approved at program level</b> with areas for improvement, but Conditional Approval due to Core)
<b>Idaho Foundation Standards for Social Studies Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards and program level ( <b>Conditionally Approved on both program level and Core</b> ). Because the Social Studies Foundations standards were found Conditionally Approved, enhancement standards are also Conditionally Approved.



Standards/Program	Recommendation	Notes
<b>Idaho Standards for Geography Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Foundation Standards for Social Studies Teachers and Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards and program level ( <b><i>Conditionally Approved on both program level and Core</i></b> )
<b>Idaho Standards for American Government/Political Science Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Foundation Standards for Social Studies Teachers and Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards and program level ( <b><i>Conditionally Approved on both program level and Core</i></b> )
<b>Idaho Standards for History Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Foundation Standards for Social Studies Teachers and Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards and program level ( <b><i>Conditionally Approved on both program level and Core</i></b> )
<b>Idaho Foundation Standards for Visual and Performing Arts Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards ( <b><i>Approved at program level</i></b> with areas for improvement, but Conditional Approval due to Core)
<b>Idaho Standards for Music Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards ( <b><i>Approved at program level</i></b> with areas for improvement, but Conditional Approval due to Core)

Standards/Program	Recommendation	Notes
<b>Idaho Standards for Theatre Arts Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards ( <b>Approved at program level</b> with areas for improvement, but Conditional Approval due to Core)
<b>Idaho Standards for Visual Arts Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards ( <b>Approved at program level</b> with areas for improvement, but Conditional Approval due to Core)
<b>Idaho Standards for World Languages Teachers</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved <input checked="" type="checkbox"/> Conditionally Approved due to conditional approval of Idaho Core Teaching Standards	Insufficient Evidence on Idaho Core Teacher Standards ( <b>Approved at program level</b> with areas for improvement, but Conditional Approval due to Core)

## STATE PROGRAM APPROVAL RUBRICS

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

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

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

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

## STATE SPECIFIC REQUIREMENTS

### STANDARD I: INSTRUCTIONAL SHIFTS FOR LANGUAGE ARTS

1. Building Knowledge through Content-rich Nonfiction
  - Candidates prepare students to build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.
  - Candidates understand how to evenly balance informational and literary reading in all content areas to ensure that students can independently build knowledge in all disciplines through reading and writing.
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
  - Candidates facilitate student Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.
  - Candidates create lessons for students that require use of evidence from texts to present careful analyses, well-defended claims, and clear information.
3. Regular practice with complex text and its academic language
  - Candidates understand how to build a staircase of complexity in texts students must read to be ready for the demand of college and careers.
  - Candidates provide opportunities for students to use digital resources strategically, and to conduct research and create and present material in oral and written form.
  - Candidates foster an environment in which students collaborate effectively for a variety of purposes while also building independent literacy skills.

<b>Standard 1</b> <b>Instructional Shifts for</b> <b>Language Arts</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		<b>X</b>	

**1.1 Analysis** – Interviews with candidates, observation of classrooms, review of syllabi and course work indicate that literacy is a well-established and critical part of the preparation of teachers.

#### **Sources of Evidence**

- ED 492 – Lesson Plan literacy
- ED 345 – Standard 2 Literacy Exam
- Interviews (completers from various disciplines)
- Classroom observation

<b>Standard 1 Instructional Shifts for Language Arts</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		<b>X</b>	

**1.2 Analysis** – Interviews with candidates, observation of classrooms, review of syllabi and course work indicate that literacy is a well-established and critical part of the preparation of teachers.

**Sources of Evidence**

- Interviews (completers from various disciplines)
- P12 Classroom observation
- Literacy Case Study
- ED 448 Performance Assessment

**Summary**

**Areas for Improvement**

- Analysis of candidate data to determine program improvement decisions

**Recommended Action on Standard 1: Instructional Shifts for Language Arts**

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

**STANDARD 2: IDAHO COMPREHENSIVE LITERACY STANDARDS**

1. Phonics
2. Phonological Awareness
3. Fluency
4. Vocabulary
5. Comprehension
6. Writing
7. Assessment Strategies
8. Intervention Strategies

<b>Standard 2 Idaho Comprehensive Literacy Standards</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.1 Knowledge</b>		<b>X</b>	

**2.1 Analysis** – Interviews with candidates, observation of classrooms, review of syllabi and course work indicate that literacy is a well-established and critical part of the preparation of teachers.

**Sources of Evidence**

- ED 344 Syllabus
- Coursework ED 346 and ED 492
- SPED 310 Syllabus

<b>Standard 2 Idaho Comprehensive Literacy Standards</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.2 Performance</b>		<b>X</b>	

**2.2 Analysis** – Evidence reviewed included interviews, coursework, ICLA tests, and observation in the P12 classroom demonstrate sufficient performance of the Idaho Comprehensive Literacy Standards.

**Sources of Evidence**

- Coursework ED 346 and ED 492
- Interviews with completers
- P12 Classroom observation

**Summary**

**Areas for Improvement**

- *The reviewer suggests the EPP conduct an analysis of candidate data to determine program improvement decisions; for example, summary report of ICLAs across endorsement area with pass rates.*

**Recommended Action on Standard 2: Idaho Comprehensive Literacy Standards**

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

**STANDARD 3: INSTRUCTIONAL SHIFTS FOR MATHEMATICS**

1. Focus strongly on the math Standards for Practice.
  - Candidates understand how to significantly narrow and deepen the focus on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.
2. Coherence- Thinking across grades and linking to major topics within grades
  - Candidates understand the progression of standards from grade to grade and can carefully connect learning across the grades.
3. Rigor- In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.
  - Candidates understand how to support conceptual understanding and promote student’s ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.

<b>Standard 3 Instructional Shifts for Mathematics</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>3.1 Knowledge</b>		<b>X</b>	

**3.1 Analysis** – *Syllabi and coursework indicate candidates are being exposed to the instructional shifts for mathematics, including evidence of working with the mathematic progressions documentation (secondary level).*

**Sources of Evidence**

- Syllabi
- Assessments
- Lesson plans

<b>Standard 3 Instructional Shifts for Mathematics</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>3.2 Performance</b>	<b>X</b>		



**3.2 Analysis** – *While the candidates are being introduced to both conceptual understanding in mathematics and procedural skill/fluency, the evidence shows most lesson plans are focused on the skill/fluency aspect. This does not indicate an application with equal intensity of both components. (ELEM, ECE, SPED) Minimal evidence provided by the EPP of the mathematical shifts at the Secondary level.*

**Sources of Evidence**

- Lesson plans
- Interviews

**Summary**

**Areas for Improvement**

- *Candidates need to demonstrate the ability to both support conceptual understanding and procedural skill and fluency across the entire P12 preparation.*

**Recommended Action on Standard 3: Instructional Shifts for Mathematics**

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

**STANDARD 4: INSTRUCTIONAL TECHNOLOGY AND DATA LITERACY**

1. Fluency using Student Data Systems Evidence that candidates are able to access and analyze data to make data-driven curricular decisions
  - Candidates understand how to support conceptual understanding and promote student’s ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.
  
2. Appropriate Integration of Educational Technology
  - Candidates meet pre-service technology requirement in the *Idaho Standards for Initial Certification of Professional School Personnel*.

<b>Standard 4 Instructional Technology and Data Literacy</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>		<b>X</b>	

**4.1 Analysis** – Evidence of all program areas completing a pre/post-test within the student teaching experience. Elementary and Special Education course-based assessment projects for data-driven curricular decisions. Coursework and alignment matrices provided by the EPP indicate candidates are exposed to basic word processing and collaborative Web 2.0 interfaces.

**Sources of Evidenc**

- Data Analysis – 492 Student Teaching Assessment Project
- Data Analysis – ED 345, 346, 448, 449 (Elementary) and SPED 424 (Special Education/ECE) course embedded lesson plan and case study projects
- Standard alignment matrices (ELED, ECE, SPED, SECED)

<b>Standard 4 Instructional Technology and Data Literacy</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.2 Performance</b>	<b>X</b>		

**4.2 Analysis** – The evidence shows candidates are beginning to incorporate technology into their classrooms beyond word processing and internet searches. The evidence suggests teacher-centric uses of technology without regard for the adaptation for various needs or content applications in the P12 classroom.

**Sources of Evidence**

- *(Candidate) Technology Competency Assessment for word processing, spreadsheets, presentations, and internet/communications.*
- *ED 342 - Technology Lesson Plans*
- *ED 344 – Inquiry Lesson Plan with embedded Technology standards.*

**Summary**

**Areas for Improvement**

- *Candidates may need more opportunities for P12 students to use technology in the classroom to customize learning activities.*

**Recommended Action on Standard 4: Instructional Technology and Data Literacy**

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

**STANDARD 5: CLINICAL PRACTICE AND PERFORMANCE ASSESSMENTS**

1. Robust Clinical Practice and Internships
  - The educator preparation program implements the Idaho Standards for Model Preservice Clinical Teaching Experience as written and approved by ICEP.
  
2. Accurate and Informative Performance Assessments
  - Candidates receive accurate performance evaluations which include formative and summative assessments. A proficient score on a summative evaluation using the Danielson Framework is required in order to recommend a candidate for certification.

<b>Standard 5</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Clinical Practice and Performance Assessments</b>		<b>X</b>	

**5.1 Analysis** – Interviews with Field Experiences Office, mentor teachers, and supervisors, and review of past student teaching process indicate internal identification of process gaps. Evidence suggests one-data cycle of several measurement indicators.

The reviewer was provided evidence through interviews with the Field Experience Office, Area Coordinators, Supervisors, and Mentor Teachers for Standard 1, 2, 3 of the Model Preservice Clinical Teaching Experience that indicates a robust process is in place for placing student teaching candidates with mentor teachers who meet minimum state requirements. The reviewer was shown the data-collection and verification system for student teachers and the student teaching experience (Standard 4, 5).

Standard 1

**Sources of Evidence**

- Mentor Teacher Training Survey (1 data cycle)
- Student Teaching syllabus with details about required artifacts, none aligned to State Specific Requirement #5.
- Summary sheet of Danielson Framework scored, disaggregated by content area.
- Idaho Standards for Model Preservice Clinical Teaching Experience – evidence gathered from interview, process description, and survey data.

**Areas for Improvement**

- The reviewer suggests the EPP conduct an analysis of candidate data to determine program improvement decisions within the context of Student Teaching candidate performance data.

***Recommended Action on Standard 5: Clinical Practice and Performance Assessments***

- Approved
- Conditionally Approved
- Not Approved

**STANDARD 6: IDAPA RULE CERTIFICATION REQUIREMENTS**

1. Random selection of candidates’ institutional recommendations provides verification of Idaho state certification requirements per IDAPA Rule.
  - Random selection of institutional recommendations for initial certification, including alternative authorizations
    - The institution must have a State Board approved program in order to issue the candidate an institutional recommendation for initial certification.
  - Random selection of institutional recommendations for adding endorsements, including alternative authorizations
    - If a candidate is currently certified in Idaho and wishes to add an endorsement in a new content area, the institution is able to work with the candidate to develop a plan to include: content, pedagogy, and performance.
    - The institution may issue the candidate an institutional recommendation once the content, pedagogy, and performance have been demonstrated by the candidate regardless of whether the institution has a State Board approved program in the new content area. This applies to adding endorsements only.

<i>Standard 6</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<b>Candidates meet IDAPA Rule Certification Requirements</b>		<b>X</b>	

**Standard 6 Analysis** – *Approximately 10% of the institutional recommendations (IRs) from 2015-2018 were randomly selected for review. All endorsements recommended on the IR were State Board approved. All files included a common summative assessment (Idaho Teacher Candidate Evaluation) and individualized professional learning plan (Candidate’s Professional Action Plan).*

*Elementary and Subject Area Endorsement for Grades 5-9 IRs*

*IRs for elementary (All Subjects K-8) consistently met IDAPA rule requirements. Several institutional recommendations for All Subjects K-8 did not include science methods. According the catalog, science methods is an optional course. However, the subject area endorsement for grades 5-9 that are required to accompany the All Subjects K-8 endorsement did not meet IDAPA rule requirements for at least one of the following reasons:*

- *Lacked the 20 credit minimum in subject area endorsement*
- *Lacked specific content identified in the endorsement. For example, astronomy is required content for Earth and Space Science.*
- *Mathematics (5-9) endorsement did not include appropriate Praxis II Subject Area Assessment, nor content identified in the endorsement such as two (2) courses in standard calculus sequence. The endorsement that is more closely aligned with the coursework is*

*Mathematics – Basic (5-9). However, the program coursework still lacked content identified in the Mathematics – Basic (5-9) as well.*

- *Earth & Space Science (5-9) and Natural Science (5-9) lacked secondary science methods.*

*All candidates completed six (6) credits in development reading and an additional course in Literacy Practicum. In addition, all candidates passed the corresponding Praxis II Subject Area Assessment and completed ten (10) credits in student teaching.*

### Secondary Subject Area Endorsements IRs

*The majority of IRs for secondary subject area endorsement met credit requirements; however, the program coursework that candidates completed varied from one to the other. It appears that candidates are able to select from various options from coursework within the subject area. This inconsistency regarding the program coursework has implications for candidates meeting the Idaho Standards for Initial Certification of Professional School Personnel and the coursework identified in IDAPA rule under each endorsement. For example, one candidate had over 30 credits in coursework under geology, however, not one course in earth science, which is required for an Earth and Space Science (6-12) endorsement. Most of the candidates completed methods courses for both subject area endorsements; there were some instances that candidates only completed one of the two subject area methods. All candidates completed three (3) credits in reading in the content areas. In addition, all candidates passed the corresponding Praxis II Subject Area Assessment and completed ten (10) credits in student teaching.*

### **Sources of Evidence**

- *Transcripts*
- *Institutional Recommendations*
- *Praxis II Assessment Report*
- *Idaho Teacher Candidate Evaluation Form*
- *Candidate's Professional Action Plan*

### **Summary**

*Overall, the majority of institutional recommendations for secondary subject area endorsements met IDAPA Rule requirements. The programs for subject area grades 5-9 endorsements required for elementary candidates need to be analyzed by the EPP and revised to ensure both IDAPA Rule and Idaho Standards for Initial Certification and Professional School Personnel are met. BYU-I recently implemented changes regarding the coursework for the subject area grades 5-9 endorsement in order to meet the credit requirements. All candidates have passed the corresponding Praxis II Subject Area Assessment, as well as include a common summative assessment and individualized professional learning plan. Although all candidates completed student teaching, it was difficult to verify that student teaching included placement in each area of endorsement.*

**Areas for Improvement**

- *Subject area endorsement for grade 5-9 need to include a required set of coursework that is identified to meet both the endorsement requirements in IDAPA Rule as well as the standards in Idaho Standards for Initial Certification of Professional School Personnel so that all candidates meet minimum requirements.*
- *Create a common set of required program coursework for all endorsement areas that meet both the endorsement requirements in IDAPA Rule as well Idaho Standards for Initial Certification of Professional School Personnel so that all candidates meet minimum requirements*
- *Ensure that methods are taught for each area of endorsement*
- *Create procedure to verify student teaching placements are in each area of endorsement*

**Recommended Action on Standard 6: IDAPA Rule Certification Requirements**

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



## IDAHO CORE TEACHING STANDARDS

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

### Knowledge

1. 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.

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

**1.1 Analysis** – *Syllabi, required coursework, candidate lesson plans, candidate reflection papers, candidate case studies, and candidate papers provide ample evidence that teacher candidates in all programs demonstrate an adequate understanding of all elements of 1.1.1 and 1.1.2. For the Secondary Education program there was limited evidence of adequate understanding of 1.1.3. For all programs there was sufficient evidence of candidates' understanding of the role of language in learning, but more limited evidence of how an understanding of culture might inform modifications to instruction and content.*

### Sources of Evidence

- *Syllabi for ED304, ED312, and SPED360*
- *Candidate Lesson Plans*
- *Candidate Reflection Papers*
- *Candidate Case Studies*
- *Candidate Performance Assessments*
- *Faculty Interviews*

**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.

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

**1.2 Analysis** – Candidate work samples and lesson plans provide strong evidence that teacher candidates effectively design instruction to meet learners' needs in each area of development. There is ample evidence in all programs except Secondary Education, which offers more limited evidence, that candidates modify instruction to meet lesson plans and instruction to meet learners' needs, strengths and interests. While all programs provide evidence that candidates assess individual and group performance and that assessment data informs reflection on and planning of instruction, there is limited evidence of how "regularly" this is done. Candidates in all programs provide ample evidence of collaboration with colleagues and other professionals, and sufficient evidence of how this collaboration is used to promote learner growth and development. There is sufficient evidence of candidates in the Early Childhood Special Education and Exceptional Child Generalist programs collaborating with families and, to a lesser extent, communities. There is limited evidence of this for candidates in the Elementary and Secondary Education programs.

**Sources of Evidence**

- Performance Assessment
- Instruction and Assessment Evaluation
- Case Studies
- Practicum Supervisor Observations
- Candidate Lesson Plans
- Faculty and Student Interviews
- Course Syllabi

**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.

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

**1.3 Analysis** –Candidate, completer and faculty interviews, work samples, formal evaluations and lesson plans provide ample and compelling evidence that teacher candidates in all programs demonstrate dispositions 1.3.1, 1.3.2 and 1.3.3. Limited, yet sufficient evidence is presented for disposition 1.3.4.

#### **Sources of Evidence**

- Interviews
- Disposition Evaluation Instrument
- Lesson Plans
- Case Studies
- Candidate Journals

**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.

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

**2.1 Analysis** – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates in all programs demonstrate an adequate knowledge of students with diverse backgrounds, needs and abilities. There is sufficient evidence that candidates in all programs effectively use this knowledge to create lesson plans that meet the needs of ELL or special education students. There is limited evidence that candidates in the Elementary Education, Early Childhood/Special Education and Exceptional Child Generalist programs design instruction to meet the needs of learners of “diverse cultures and communities.” Insufficient evidence was provided that candidates in the Secondary Education program design instruction to meet the needs of learners of “diverse cultures and communities.” However, evidence from completer interviews indicated that was done in methods courses.*

#### **Sources of Evidence**

- *Course Syllabi*
- *Student Work Samples*
- *Completer Interviews*

#### **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.

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

**2.2 Analysis** – Completer and faculty interviews, candidate work samples and lesson plans, and course syllabi provide evidence that candidates in all programs effectively create lesson plans that meet the needs of ELL or special education students. There is limited evidence that candidates in the Elementary Education, Early Childhood/Special Education and Exceptional Child Generalist programs design instruction to meet the needs of learners of “diverse cultures and communities.” Insufficient evidence was provided that candidates in the Secondary Education program design instruction to meet the needs of learners of “diverse cultures and communities.” However, evidence from completer interviews indicate this is done in their methods courses.

#### **Sources of Evidence**

- Completer Interviews
- Candidate Lesson Plans and Work Samples
- Course syllabi

#### **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.

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

**2.3 Analysis** – Candidate, completer and faculty interviews provide strong evidence that belief in the value and potential of all learners is a fundamental dispositional goal in all programs. This is confirmed in candidate Disposition Evaluations and Danielson Summative Evaluations. Students articulate these dispositions in coursework.

#### **Sources of Evidence**

- Interviews
- Disposition Evaluations
- Danielson Summative Evaluations
- Candidate Coursework

**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.

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

**3.1 Analysis** – *Required coursework, candidate lesson plans, candidate instructional units and projects, and completer and candidate interviews provide sufficient evidence that candidates in all programs demonstrate an adequate understanding 3.1.1 and 3.1.4. There is sufficient evidence that candidates in the Elementary Education, Early Childhood/Special Education, and Exceptional Child Generalist programs meet standards 3.1.2 and 3.1.3. However, the Knowledge portion of this standard has been rated Unacceptable because there is insufficient evidence that candidates in all programs meet standard 3.1.5. There is also limited, but insufficient evidence that candidates in the Secondary Education program meet 3.1.2.*

**Sources of Evidence**

- *Course Syllabi*
- *Student Work Samples*
- *Completer Interviews*

**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.

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

**3.2 Analysis** – Candidate lesson plans, coursework, projects and papers, combined with Danielson Summative Evaluations provide sufficient evidence that candidates meet all performance elements of this standard except 3.2.7. There is limited, but insufficient evidence that candidates in all programs are sufficiently prepared to “promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.”

#### **Sources of Evidence**

- Danielson Summative Evaluations
- Candidate Lesson Plans
- Candidate Projects and Papers
- Completer Interviews

#### **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.

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

**3.3 Analysis** – For each program, there is ample evidence that the program develops within all candidates all of the dispositions identified in this standard. Candidate, faculty and completer interviews provided compelling evidence that this is a significant area of program strength.

#### **Sources of Evidence**

- Candidate Lesson Plans
- Danielson Summative Evaluations
- Candidate Work Samples and Projects
- Candidate, Completer and Faculty Interviews

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

#### **Knowledge**

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



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

**4.1 Analysis** – *The evidence provided for the Elementary Education, Early Childhood/Special Education and Exceptional Child Generalist programs indicate that candidates fully meet this standard for literacy content knowledge. Praxis pass rates, Danielson Summative Evaluations and interviews with program reviewers provide sufficient evidence that this standard is being met in all content areas. There is insufficient evidence that candidates in all programs meet Standard 4.1.4. How well secondary education candidates meet these standards appears to depend on whether or not the professor who taught the content area methods courses have had high school teaching experience.*

#### **Sources of Evidence**

- *Praxis Pass Rates*
- *Completer Interviews*
- *State Reviewer Interviews*
- *Course Syllabi*
- *Candidate Coursework*

#### **Performance**

1. 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.
2. 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.
3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
5. 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.

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

**4.2 Analysis** – Completer interviews, candidate lesson plans, Danielson Summative Evaluations, and candidate reflection assignments provide clear and sufficient evidence that candidates in all four programs meet all elements of this standard.

**Sources of Evidence**

- Danielson Summative Evaluations
- Lesson and Unit Plans
- Candidate Reflection and Synthesis Assignments
- Candidate and Completer Interviews

**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.

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

**4.3 Analysis** – *The Disposition Evaluation, used with every candidate in every program, mirrors each disposition identified in this standard, thus providing evidence that supports the extent to which each candidate meets each element of the standard. Portions of the Danielson Evaluation are used in some programs to further evaluate if the candidate has developed the dispositions identified in this standard. Rubrics used for evaluating lesson plans provide evidence related to 4.3.3. Case studies and the Online Magazine project provide supporting evidence for 4.3.1 and 4.3.4.*

#### **Sources of Evidence**

- *Disposition Evaluation*
- *Lesson Plans*
- *Case Studies and Projects*
- *Completer and Candidate Interviews*

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

#### **Knowledge**

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.

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

**5.1 Analysis** – Lesson plans, case studies and the Danielson and other candidate evaluations provide clear and ample evidence that candidates in all four programs meet Standards 5.1.1, 5.1.5, 5.1.6 and 5.1.7. There is insufficient evidence that candidates in all four programs understand the process of implementing interdisciplinary themes. There is insufficient evidence that candidates systematically develop strategies required to meet Standards 5.1.3 and 5.1.4. A review of all evidence provided also suggests candidates in most programs/disciplines are not fully prepared to “access resources to build global awareness and understanding, and how to integrate them into the curriculum.” (5.1.8)

#### **Sources of Evidence**

- Lesson and Unit Plans
- Course Syllabi
- Candidate Projects
- Candidate Interviews
- Knowledge Construction Projects
- Case Studies

#### **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.

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

**5.2 Analysis** – *While there is sufficient evidence that candidates develop lesson plans that address “real world problems,” there is insufficient evidence that candidates consistently develop interdisciplinary approaches to these activities. In all four programs there is clear evidence of candidates’ ability to support learner literacy development across content areas. Lesson plans developed by candidates in all four programs do not provide sufficient evidence that Standards 5.2.4, 5.2.5, 5.2.6 and 5.2.7 are being consistently, purposefully and explicitly met. There is clear and ample evidence that candidates in the Elementary Education, Early Childhood/Special Education and Exceptional Child Generalist program meet Standard 5.2.3 in literacy and math; there is limited evidence of this standard being met across all disciplines.*

**Sources of Evidence**

- Lesson Plans
- Danielson Summative Evaluation
- Performance Assessment
- Teaching Round
- Case Studies
- Projects

**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.

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

**5.3 Analysis** – *The Danielson Summative Evaluation and Disposition Evaluation primary instruments used to provide evidence candidates meet this standard. There is ample evidence that candidates in all four programs meet all three elements of this standard relative to valuing and searching for knowledge that will enhance student learning in general. Evidence is limited that candidates purposefully seek that knowledge as a “lens to address local and global issues,” or from outside their content area. Similarly, all candidates meet the portion of 5.3.3 relative to learning environments that encourage learner exploration, discovery and expression, but not explicitly and purposefully across content areas.*

#### **Sources of Evidence**

- *Disposition Evaluation*
- *Danielson Summative Evaluation*
- *Candidate and Completer Interviews*
- *Lesson Plans*
- *Projects and Case Studies*

**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.

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

**6.1 Analysis** – There is sufficient evidence that candidates in the Elementary Education, Early Childhood/Special Education and Exceptional Child Generalist programs through projects, tests, case studies and coursework in all elements of this portion Standard 6. There is sufficient evidence in test results, course syllabi, and projects that candidates in the Secondary Education program meet Standards 6.1.1, 6.1.2, 6.1.6 and 6.1.7. There is insufficient evidence that Secondary Education candidates develop adequate knowledge to consistently meet Standards 6.1.3, 6.1.4, and 6.1.5.

#### **Sources of Evidence**

- Course Syllabi
- Course Exams and Projects
- Candidate and Completer Interviews
- Danielson Summative Evaluation

#### **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.

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

**6.2 Analysis** – Candidate and completer interviews, work samples, lesson plans and Danielson Summative Evaluations provide sufficient evidence that candidates in the Elementary Education Program, Early Childhood/Special Education and Exceptional Child Generalist programs meet all standards except 6.2.9. There is insufficient evidence that candidates in any program “continually seek appropriate ways to employ technology to support assessment practice.” While there is ample evidence that Secondary Education Majors meet standards 6.2.1, 6.2.2, 6.2.3, 6.2.5, 6.2.6 and 6.2.8, is insufficient evidence that Secondary Education majors consistently meet standards 6.2.4 and 6.2.7. There is evidence Secondary Education majors use multiple and appropriate types of assessment, but insufficient evidence that assessment data is consistently and systematically used to guide individual student progress or identify each student’s learning needs to develop differentiated learning experiences.

#### **Sources of Evidence**

- Lesson Plans
- Assessment Projects
- Case Studies
- Course Syllabi
- Completer and Candidate Interviews

#### **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.



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

**6.3 Analysis** – Evidence from Disposition Evaluations and Danielson Summative Evaluations indicate candidates in all four programs meet all elements of this standard. Interviews with Completers and Candidates provide much evidence that while they are fully disposed to meeting every element of this standard, they believe they need significantly more guided student teaching experience in each area.

#### **Sources of Evidence**

- Disposition Evaluation
- Danielson Summative Evaluation
- Candidate Assessment Projects
- Candidate and Completer Interviews

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

#### **Knowledge**

1. The teacher understands content and content standards and how these are organized in the curriculum.
2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
5. 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.
6. The teacher knows when and how to adjust plans based on assessment information and learner responses.
7. 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).

<b>Standard 7 Planning for Instruction</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.1 Knowledge</b>		X	

**7.1 Analysis** – *There is sufficient evidence that in each of the four programs general knowledge of each element of this standard is established through specific courses: ED304, ED361 and content area methods courses for Secondary Education candidates; ED303, ED304, ED345, ED441, ED442, and ED444 for Elementary Education candidates; ED304, ED312, ED344, ED441, ED442, SPED 310 SPED381, SPED392, and SPED424 for Exceptional Child Generalist candidates; and ED312, ED345, ED427, ED442, ED444, ECD350, ECD360, ECSE421 and ECSE425. Each of these courses require multiple projects, lesson plans, or case studies that provide sufficient evidence that each element of this standard is fully met, with the exception of 7.1.5. There is only limited evidence that candidates in any of the programs “knows a range of evidence-based . . . technological tools and how to use them effectively to plan instruction that meets diverse learning needs.” Candidate and Completer interviews provide evidence that the extent to which Secondary Education candidates take content methods courses taught by professors with high school teaching experience.*

#### **Sources of Evidence**

- *Course Syllabi*
- *Projects, Case Studies and Lesson Plans*
- *Completer and Candidate Interviews*

#### **Performance**

1. 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.

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

**7.2 Analysis** – Sufficient evidence is provided that candidates in the Early Childhood/Special Education and Exceptional Child Generalist programs meet all elements of this standard. There is insufficient evidence that in actual practice candidates in the Elementary Education and Secondary Education program meet Standard 7.2.6. Insufficient evidence is provided that Secondary Education candidates meet Standards 7.2.3 and 7.2.4.

#### **Sources of Evidence**

- Assessment Projects
- Case Studies
- Danielson Summative Evaluations
- Student Logs
- Candidate and Completer Interviews

#### **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.

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

**7.3 Analysis** – While Candidate and Completer interviews provide ample evidence that candidates meet all four elements of this standard, most of the formal evidence primarily provides evidence of candidate knowledge and performance. The Disposition Evaluation, viewed in its entirety, provides sufficient evidence that candidates in all programs share the dispositions identified in this standard. This evidence is tangentially supported by the Danielson Summative Evaluation.

#### **Sources of Evidence**

- Disposition Evaluation

- *Candidate and Completer Interviews*
- *Assessment Projects*
- *Case Studies*
- *Danielson Summative Evaluation*

**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.

<b>Standard 8 Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.1 Knowledge</b>		X	

**8.1 Analysis** – *Syllabi, course catalog descriptions, interviews, and lesson plan samples provide evidence that candidates understand a variety of instructional strategies. Interviews indicated that candidates were with different learning techniques as well as recognizing instructional strategies needed to achieve learning goals.*

### **Sources of Evidence**

- *Required course syllabi*
- *Candidate and faulty interviews*
- *Lesson plans from required courses.*

**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).

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

**8.2 Analysis** – Interviews with candidates, completers, and faculty as well as lesson plan samples, and observation forms indicate that candidates **use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

**Sources of Evidence**

- Candidate, completer, and faculty interviews
- Lesson plan samples from required courses
- Summative observation forms

**Disposition**

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

2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

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

**8.3 Analysis** *The Disposition Evaluation, viewed in its entirety, provides sufficient evidence that candidates in all programs share the dispositions identified in this standard. This evidence is tangentially supported by the Danielson Summative Evaluation.*

#### **Sources of Evidence**

- *Disposition Evaluation*
- *Candidate and Completer Interviews*
- *Assessment Projects*
- *Case Studies*
- *Danielson Summative Evaluation*

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

#### **Knowledge**

1. 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.
2. The teacher know how to use learner data to analyze practice and differentiate instruction accordingly.
3. 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.
4. 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).

5. 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.

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

**9.1 Analysis** – *Required course syllabi, faculty interviews, and required course assignments indicate that most candidates are able to understand the legality and laws related to learners’ rights and teacher responsibilities. Due to a lack of required core courses, evidence was not found or was limited for secondary candidates. All candidates are required to build and implement a plan for professional growth. Interviews, indicated that candidates knew how to use self assessment and reflection to grow their own practices. There was no evidence provided that candidates had knowledge of how to use learner data to analyze practice and differentiate instruction accordingly.*

**Sources of Evidence**

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

**Performance**

1. 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.
2. 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.
3. 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.
4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
5. 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.
6. 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.

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

**9.2 Analysis** – Interviews, required course assignments, and observation forms indicate that most but not all candidates are able to perform 70% or more of the indicators. Due to lack of a core set of courses, evidence was not found that secondary majors were able to advocate, model and teach safe, legal and ethical use of information and technology including appropriate documentation of courses and respect for others in the use of social media. In addition evidence was limited to indicate that candidates are able to reflect 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.

**Sources of Evidence**

- Faculty and Candidate interviews
- Required Course assignments
- Candidate observation forms

**Disposition**

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
2. 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.
3. 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.

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



**9.3 Analysis** *The Disposition Evaluation, viewed in its entirety, provides sufficient evidence that candidates in all programs share the dispositions identified in this standard. This evidence is tangentially supported by the Danielson Summative Evaluation.*

**Sources of Evidence**

- *Disposition Evaluation*
- *Candidate and Completer Interviews*
- *Assessment Projects*
- *Case Studies*
- *Danielson Summative Evaluation*

**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 schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
2. 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.
3. 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.
4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

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

**10.1 Analysis** – *Course syllabi, interviews, and required course assignments indicate that candidates are able to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.*

**Sources of Evidence**

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

**Performance**

1. 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.
2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
3. 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.

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

**10.2 Analysis** – *Candidate and Faculty interviews, required course assignments, and completed evaluation forms indicate that candidates are able to meet the indicators at this standard. Again, due to lack of a core set of required courses, it was difficult to establish that all candidates were able to perform the indicators necessary at this level but the reviewer found enough evidence to be convinced that candidates are able to meet the indicators of this standard at a beginning level. Indicators 7 & 10 were the most difficult to establish and should be considered the weakest of the indicators.*

**Sources of Evidence**

- *Candidate and Faculty interviews*

- *Required course assignments*
- *Completed observation forms*

### **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.

<b>Standard 10 Leadership and Collaboration</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>10.3 Disposition</b>		X	

**10.3 Analysis** – *The Disposition Evaluation, viewed in its entirety, provides sufficient evidence that candidates in all programs share the dispositions identified in this standard. This evidence is tangentially supported by the Danielson Summative Evaluation.*

### **Sources of Evidence**

- *Disposition Evaluation*
- *Candidate and Completer Interviews*
- *Assessment Projects*
- *Case Studies*
- *Danielson Summative Evaluation*

**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	4	6	
Performance	10	3	7	
Disposition	10	0	10	

**Areas for Improvement**

- *A set of required core classes for all candidates would help EPP to establish that ALL candidates have the same opportunities to gain necessary knowledge and skills for core teacher standards.*
- *All candidates need the opportunity to receive instruction and practice in the areas of assessment and motivation and management.*

**Recommended Action on Idaho Core Teaching Standards**

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

## IDAHO STANDARDS FOR BILINGUAL EDUCATION AND ENGLISH AS A NEW LANGUAGE TEACHERS

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

### **Knowledge**

1. 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.

<b><i>Standard 1 Knowledge of Subject Matter</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>1.1 Knowledge</i></b>		X	

***1.1 Analysis – Course syllabi, required coursework, and BYU-I minimum requirements for the ACTFL Praxis exam (Achievement Rating American Council on the Teaching of Foreign Language) provide evidence that teacher candidates demonstrate an adequate understanding of 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. Interviews did indicate concern for the language proficiency of students admitted who are not require the ACTFL assessment due to a less stringent enrollment policy for students applying from within the United States.***

### ***Sources of Evidence***

- *Course syllabi*

- *Required coursework*
- *BYU-I Requirements for Praxis exam: Achievement Rating American Council on the Teaching of Foreign Language (ACTFL)*

### **Performance**

1. (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.
2. (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.
3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.
4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.
5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>	X		

**1.2 Analysis** – *The EPP provided insufficient evidence that teacher candidates demonstrate performance of 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. Evidence source years were inconsistent and not aligned with current practices, including Idaho's English Language Development (ELD) Standards and instructional framework.*

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

### **Knowledge**

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

<b>Standard 2 Knowledge of Human Development and Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.1 Knowledge</b>		X	

**Analysis** – *Course syllabi, required coursework, and candidate lesson plans provide evidence that teacher candidates demonstrate an adequate understanding how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.*

#### **Sources of Evidence**

- *Course syllabi*
- *Required coursework*
- *Candidate lesson plans*

#### **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.

<b>Standard 2 Knowledge of Human Development and Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.2 Performance</b>	X		

**2.2 Analysis** – *The EPP provided insufficient evidence that teacher candidates demonstrate performance of how students “learn and develop, and provides opportunities that support their intellectual, social, and personal development.”*

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

<b>Standard 3 Modifying Instruction for Individual Needs</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>3.1 Knowledge</b>		X	

**3.1 Analysis** – *Course observation, course syllabi, and required coursework provide evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.*

#### **Sources of Evidence**

- *Course observation*
- *Course syllabi*
- *Required coursework*

#### **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.



<b>Standard 3 Modifying Instruction for Individual Needs</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>3.2 Performance</b>	X		

**3.2 Analysis** – *The EPP provided insufficient evidence that teacher candidates demonstrate performance of how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse 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.

<b>Standard 4 Multiple Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>		X	

**4.1 Analysis** – *Syllabi, required coursework, candidate lesson plans, and interviews (candidate and completer) provide evidence that teacher candidates demonstrate an adequate understanding of using a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.*

#### **Sources of Evidence**

- *Course syllabi*
- *Interviews (completer and candidate)*
- *Required coursework*

**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.

<b>Standard 4 Multiple Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.2 Knowledge</b>	X		

**4.2 Analysis** – *The EPP provided insufficient evidence that teacher candidates demonstrate performance of “using a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.”*

**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.

<b>Standard 5 Classroom Motivation and Management Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.1 Knowledge</b>		X	

**5.1 Analysis** – *Course syllabi, required coursework, course observation provide evidence that teacher candidates demonstrate an adequate understanding of individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

**Sources of Evidence**

- *Course Syllabi*
- *Required coursework*
- *Course observation*

**Performance**

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

<b>Standard 5 Classroom Motivation and Management Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.2 Knowledge</b>	X		

**5.2 Analysis** – All interviews conducted (department faculty, candidate, completer, mentor teachers, and district administration) noted a need for strength in this area for candidates in practicum and completers during their first year hired in a school district. There is some evidence provided to support that candidates demonstrate performance in individual “and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation,” but overwhelmingly this was a consistent area for improvement.

**Standard 6: Communication Skills - The teacher individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

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.

<b>Standard 6 Communication Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>6.1 Knowledge</b>		X	

**6.1 Analysis** – Syllabi, required coursework, and candidate lesson plans, provide evidence that teacher candidates demonstrate an adequate understanding of individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Sources of Evidence**

- Course syllabi
- Candidate lesson plans
- Required coursework

**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.

<b>Standard 6 Communication Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>6.2 Knowledge</b>		X	

**6.2 Analysis** – Interviews (completers and mentor teachers), candidate video lessons, student works samples, and TESOL 497 Assessment checklists provide evidence that teacher candidates demonstrate performance of individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Sources of Evidence**

- TESOL 497 Checklists
- Interviews (Completers, and mentor teachers)
- Candidate video lessons
- Student work samples

**Standard 7: Instructional Planning Skills - The teacher 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 how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

<b>Standard 7 Instructional Planning Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.1 Knowledge</b>	X		

**7.1 Analysis** – *The EPP provided insufficient evidence that teacher candidates demonstrate an adequate understanding of individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. While there was some evidence to support this area, the evidence was not aligned with current English Language Development Standards (adopted in 2012) and WIDA Instructional Framework (adopted in 2015).*

### 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.

<b>Standard 7 Instructional Planning Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.2 Knowledge</b>	X		

**7.2 Analysis** – *The EPP provided insufficient evidence that teacher candidates demonstrate the performance of understanding of individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. While there was some evidence to support this area, the evidence was not aligned with current English Language Development Standards (adopted in 2012) and WIDA Instructional Framework (adopted in 2015).*

**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.

<b>Standard 8 Assessment of Student Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.1 Knowledge</b>		X	

**8.1 Analysis** –*Syllabi and interviews (faculty, candidate, and completer) provide evidence that teacher candidates demonstrate an adequate understanding of the uses of assessment, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.*

**Sources of Evidence**

- *Course syllabus*
- *Faculty interviews*
- *Candidate interviews*
- *Completer interviews*

**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.

<b>Standard 8 Assessment of Student Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.2 Knowledge</b>	X		

**8.2 Analysis** – – *The EPP provided insufficient evidence that teacher candidates demonstrate the performance of using and interpreting formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness. Interviews conducted (candidate, mentor teachers, and district administration) noted a need for strength in this area for candidates in practicum and completers during their first year hired in a school district. The ENL Faculty has made progress by including this in current course offerings and are encouraged to continue and expand upon this moving forward.*

**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.

<b>Standard 9 Professional Commitment and Responsibility</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.1 Knowledge</b>		X	

**9.1 Analysis** –*Syllabi, required coursework, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of being a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.*

**Sources of Evidence**

- *Course syllabi*
- *Required course content*
- *Interviews*

**Performance**

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

<b>Standard 9 Professional Commitment and Responsibility</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.2 Knowledge</b>		X	

**9.2 Analysis**—Interviews (faculty, district staff, completers) and observation provide evidence that teacher candidates demonstrate performance of being a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Sources of Evidence**

- Faculty interviews
- District staff interviews
- Completer interviews
- Observations

**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.

<b>Standard 10 Partnerships</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>10.1 Knowledge</b>		X	

**10.1 Analysis** –Syllabi, required coursework, and candidate lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of interacting in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

**Sources of Evidence**

- Required coursework
- Candidate lesson plans
- Couse syllabi

**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.

<b>Standard 10 Partnerships</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>10.2 Knowledge</b>		X	

**10.2 Analysis** Candidate work samples, completer interviews, and TESOL 497 Assessment checklists provide evidence that teacher candidates demonstrate performance of the teacher interacting “in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.”

**Sources of Evidence**

- Candidate work samples
- TESOL 497 Assessment checklists
- Completer interviews

**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	1	9	
Performance	10	7	3	

**Areas for Improvement**

- Implementation of WIDA ELD (World-Class Instructional Design and Assessment for English-Language Development) Standards and WIDA Instructional Framework for understanding the use of assessments within and for instructional planning
- Assessment Literacy
- Classroom management – faculty are addressing this in current course offerings and are encouraged to continue and enhance this practice. This was an expressed need throughout all programming.

**Recommended Action on ENL Teachers**

- Approved at program level
- Conditionally Approved
  - Insufficient Evidence on Idaho Core Teacher Standards and ENL program level (conditionally approved on both program level and Core)
  - Lack of Completers
  - New Program
- Not Approved

**IDAHO STANDARDS FOR BLENDED/EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION TEACHERS**

Idaho Standards for Blended/Early Childhood Education/Early Childhood Special Education Teachers

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

**Knowledge**

1. The early childhood educator knows that family systems are inextricably tied to child development.
2. The early childhood educator understands the typical and atypical development of infants’ and children’s attachments and relationships with primary caregivers.
3. The early childhood educator understands how learning occurs and that children’s development influences learning and instructional decisions.
4. The early childhood educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children’s development and learning.
5. The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, trauma, protective factors and resilience, and the consequences on the child’s mental health.
6. The early childhood educator understands the importance of supportive relationships on the child’s learning, emotional, and social development.
7. The early childhood educator understands the role of adult-child relationships in learning and development.

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

**1.1 Analysis** –The program provides evidence candidates understand how family systems are tied to child development, supportive relationships and its impact on a child’s learning and development and the role of the adult in a child’s learning and development.

**Sources of Evidence**

- Course Syllabi
- ECSE 425 ECSE Case Study
- ECD 350B Toddler Activity Plan

**Performance**

1. The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.
2. The early childhood educator collaborates with parents, families, specialists and community agencies to identify and implement strategies to minimize the developmental consequences of toxic (strong, frequent, and/or prolonged) stress and trauma, while increasing protective factors and resilience.
3. The early childhood educator establishes and maintains positive interactions and relationships with the child.

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

**1.2 Analysis** –*The program provides evidence that a majority of their candidates demonstrate performance in identifying environmental conditions that affect a child's development, collaborates with families and service-providers to maximize positive outcomes and establishes positive interactions with the child.*

**Sources of Evidence**

- ECSE 421 Family Project
- ECSE 425 Case Study
- ED 427 Sr. Practicum Supervisor Observation

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

**Knowledge**

1. The early childhood educator understands the continuum of medical care for premature development, low birth weight, children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.
2. The early childhood educator understands variations of beliefs, traditions, and values across cultures and the effect of these on the relationships among the child, family, and their environments.
3. The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

4. The early childhood educator knows how to access information regarding specific children’s needs and disability- related issues (e.g. medical, support, service delivery).
5. The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children’s learning differences, and to provide access to an inclusive learning environment.

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

**2.1 Analysis** –Program provides evidence that candidates understand individual differences, inclusive learning environments and characteristics of typical and atypical development of learners in community environments.

**Sources of Evidence**

- SPED 424 Elementary Child Report
- Course Syllabi
- ECSE 421 Family Project

**Performance**

1. The early childhood educator locates, uses, and shares information about the methods for the care of children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.
2. The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive technology.

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

**2.2 Analysis** – *The program provides evidence that a majority of their candidates demonstrate performance in identifying learning differences in children, sharing information about methods of care and children with special health care needs and adapts learning strategies for the developmental age of the child.*

**Sources of Evidence**

- *ED 492 Lesson Plan Differentiated*
- *ECD 360B Journal Entry #13 Implementation of Learning*
- *ECSE 421 Family Project*

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

**Knowledge**

1. The early childhood educator understands the importance and use of routines as a teaching strategy.
2. The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.
3. The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.
4. The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical considerations inherent in behavior management.
5. The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.
6. The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.
7. The early childhood educator understands that the child's primary teacher is the parent.
8. The early childhood educator understands appropriate use of evidence-based practices that support development at all stages.

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

**3.1 Analysis** – Program provides evidence that candidates understand learning environments and about how to support individual and collaborative learning. This evidence also includes their knowledge of establishing routines, safety, laws and regulations and the parent’s role as and teacher.

#### **Sources of Evidence**

- *SPED 310 Law Exam*
- *SPED 310 Disabilities Case Study*
- *ECSE 340 Infant Intervention Plan*
- *ECD 350B Toddler Activity Plan*
- *ED 344 Stages of Literacy Development Brochure*

#### **Performance**

1. The early childhood educator promotes opportunities for all children in natural and inclusive settings.
2. The early childhood educator embeds learning objectives within everyday routines and activities.
3. The early childhood educator creates an accessible learning environment, including the use of assistive technology.
4. The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.
5. The early childhood educator creates an environment that encourages self-advocacy and increased independence.
6. The early childhood educator plans and implements intervention consistent with the needs of children.
7. The early childhood educator conducts functional behavior assessments and develops positive behavior supports, and creates behavior intervention plans.
8. In collaboration with the parent, the early childhood educator applies evidence-based strategies that support development at all stages in home, community, and classroom environments.

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

**3.2 Analysis** – *The program provides evidence that a candidates possess knowledge learning environments, however, there is insufficient evidence that candidates are able to effectively perform these skills when working in various educational settings. This includes their ability to utilize classroom and behavior management strategies, effectively create and implement FBA/BIPs and manage and train para-educators.*

**Sources of Evidence**

- *Personal Communication with Faculty*
- *Personal Communication with Community Partners*
- *Personal Communication with Completers*
- *Personal Communication Mentor Teachers*

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

**Knowledge**

1. The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement).
2. The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs and the Council for Exceptional Children/Division of Early Childhood (CEC/DEC) Preparation Standards.
3. The early childhood educator understands the process of self-regulation that assists children to identify and cope with emotions.
4. The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.
5. The early childhood educator understands the elements of play and how play assists children in learning.

6. The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.
7. The early childhood educator understands that children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.
8. The early childhood educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, sleeping).
9. The early childhood educator understands the comprehensive nature of children's well-being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.
10. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

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

**4.1 Analysis** – Program provides evidence that candidates understand concepts, tools and structures of the discipline and learning of the content. This includes the candidate's knowledge of domains of development, content area learning, theories, language acquisition, play, nutrition, self-help skills, and the nature of child's well-being.

#### **Sources of Evidence**

- ECD 360B lesson Plan
- SPED 200 Research Theorist Project
- Course Syllabi
- ECD 360B Guidance Lesson Plan

#### **Performance**

1. The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.
2. The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.
3. The early childhood educator differentiates practices for the acquisition of skills in English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.



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

**4.2 Analysis** – The program provides evidence that a majority of their candidates demonstrate the applications of early childhood education and special education practices, developmentally appropriate practices, and the differentiation of the acquisition of skills in content knowledge.

**Sources of Evidence**

- ED 427 Differentiated Unit
- ECD 350B Toddler Activity Plan
- ECD 360B Lesson Plan
- ECSE 340 Infant Intervention Plan

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

**Knowledge**

1. The early childhood educator understands critical developmental processes and knows how to facilitate the growth and development of children birth through age 8.
2. The early childhood educator recognizes the role that social and emotional development plays in overall development and learning.
3. The early childhood educator knows the multiple factors that contribute to the development of cultural competence in young children birth through age 8.
4. The early childhood educator understands how to promote the development of executive functioning in children birth through age 8 (e.g. impulse control, problem solving, exploration).
5. The early childhood educator knows the importance of facilitating emergent literacy and numeracy.
6. The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.

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

**5.1 Analysis** – Program provides evidence that candidates understand how to connect concepts and use different strategies to engage learners to facilitate growth and development of children, including the social and emotional development in overall learning, contributing factors and facilitating emergent literacy in children.

**Sources of Evidence**

- Course Syllabi
- ECSE 425 SPED Assessment Report
- ED 442 Lesson Plan
- ECD 360B Lesson Plan

**Performance**

1. The early childhood educator effectively creates and maintains an environment that facilitates overall growth and development of all children (e.g. routines, materials and equipment, schedules, building relationships, assistive technology).
2. The early childhood educator builds positive relationships with children and families and encourages cultural sensitivity among children to foster social and emotional development of all children.
3. The early childhood educator utilizes a play-based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.
4. The early childhood educator effectively utilizes explicit instruction to facilitate the development of executive functioning (e.g. impulse control, problem solving, exploration).

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

**5.2 Analysis** – The program provides evidence that a majority of their candidates demonstrate the ability to maintain an environment that facilitates the development of all children by building positive relationships, play-based curriculums, emergent literacy skills and utilizes explicit instruction to facilitate the development of executive functioning.

**Sources of Evidence**

- ECD 350L Toddler Teacher Observation
- ECSE 340 Infant Mentorship Implementation
- ECSE 425 SPED Assessment Report

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

### **Knowledge**

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

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

***6.1 Analysis*** – Program provides evidence that candidates understand assessment and the legal provisions necessary to implement developmentally appropriate assessment procedures, develop early intervention plans, and possesses knowledge of the ethical issues and identification procedures for children with disabilities.

#### ***Sources of Evidence***

- *SPED 424 Elementary Child Report*
- *SPED 424 Lincoln Portfolio*
- *ECSE 425 ECSE Case Study*

### **Performance**

1. The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).
2. The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.
3. The early childhood educator collaborates with families and professionals involved in the assessment process of children.

4. The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.
5. The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g. observation, checklists, norm-referenced).
6. The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.

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

**6.2 Analysis** – *The program has provided sufficient evidence that a majority of its candidates possess the ability to assess developmental domains, collaborating with other professionals during the assessment process and conducting ecological assessments in various settings.*

**Sources of Evidence**

- *SPED 424 Colton Case Study*
- *SPED 424 Esther Ramirez Mock MDT*
- *ECSE SPED Assessment Report*
- *SPED 424 Elementary Child Report*
- *SPED 424 Lincoln Portfolio*

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

**Knowledge**

1. The early childhood educator understands theory and research that reflect currently recommended professional practice for engaging with families and children (from birth through age 2, ages 3-5, and grades K-3).
2. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

<b>Standard 7 Planning for Instruction</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.1 Knowledge</b>		X	

**7.1 Analysis** – *The program has provided sufficient evidence that a majority of their candidates possess knowledge of lesson planning, engaging with families and children on professional practices and developmental indicators.*

**Sources of Evidence**

- *ECD 350B Parent Handbook*
- *ECD 360L Teaching Implementation and ECD 360B Journal Entry #13*
- *ECSE 340 Infant Intervention Plan*
- *ECD 360B Lesson Plan*

**Performance**

1. The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.
2. The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children’s development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) Individualized Education Programs (IEP).
3. The early childhood educator facilitates transitions for children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, primary programs).
4. The early childhood educator analyzes activities and tasks and uses procedures for monitoring children’s skill levels and progress.
5. The early childhood educator evaluates children’s skill development in relation to developmental norms and state-adopted standards.

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

**7.2 Analysis** – *The program has provided sufficient evidence that their completers are able to provide learning opportunities that are scaffolded for the needs of the child. They are also able to identify resources, use an IFSP and IEP and utilize procedures for progress-monitoring a child’s skills.*

**Sources of Evidence**

- *ECSE 421 Family Project*
- *ECSE 425 ECSE Case Study*
- *SPED 424 Lincoln Portfolio*
- *ECSE 340 Infant Intervention Plan*

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

### Knowledge

1. The early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, transitions).
2. The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.

<b>Standard 8 Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>10.1 Knowledge</b>		X	

**8.1 Analysis** –*The program has provided sufficient evidence that a majority of their candidates possess knowledge of physical environments that support the learning of children from birth to age eight and an understanding of assistive technology.*

### Sources of Evidence

- ED 492 Lesson Plan Technology
- Course Syllabi
- ECD 350L Upfront Training Agenda

### Performance

1. The early childhood educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, inquiry and reflection experiences).
2. The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.

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

**8.2 Analysis** – *The program has provided sufficient evidence that its candidates are able to execute developmentally appropriate methods to assist the development of a child’s intellectual curiosity and utilize evidence-based instructional strategies.*

**Sources of Evidence**

- SPED 424 Lincoln Portfolio
- ED 443 Inquiry Lesson Plan
- ED 492 Danielson Summative Evaluation

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

**Knowledge**

1. The early childhood educator understands the NAEYC Standards for Early Childhood Professional Preparation and the CEC/DEC Initial Preparation Standards.
2. The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.
3. The early childhood educator understands the responsibilities as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

<b>Standard 9</b> <b>Professional Learning and Ethical Practice</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.1 Knowledge</b>		X	

**9.1 Analysis** – *The program has presented sufficient evidence that a majority of its candidates possess knowledge of NARYC, CEC/DEC standards and the Idaho Code of Ethics for Professional Educators.*

**Sources of Evidence**

- Course Syllabi
- Teacher Education Practicum Handbook: Guidebook for Practicums
- BYU-Idaho Child Labs Student Handbook of Policies and Procedures

**Performance**

1. The early childhood educator practices behavior congruent with the NAEYC Standards for Early Childhood Professional Preparation, CEC/DEC Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.
2. The early childhood educator practices behavior as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

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

**9.2 Analysis** – *The program has provided sufficient evidence that its completers are able demonstrate behavior congruent with NAEYC, CEC/DEC standards and the Idaho Code of Ethics for professional Educators. This includes their use of technology to promote digital citizenship and ethical practices.*

**Sources of Evidence**

- *Disposition Evaluations*
- *Teacher Education Practicum Handbook: Guidebook for Practicums*
- *ED 344 Stages of Literacy Development Brochure*

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

**Knowledge**

1. The early childhood educator knows about state and national professional organizations (e.g., NAEYC and CEC/DEC).
2. The early childhood educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.
3. The early childhood educator knows community, state, and national resources available for children and their families.
4. The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.
5. The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).



6. The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.
7. The early childhood educator understands how to effectively communicate and collaborate with children, parents, colleagues, and the community in a professional and culturally sensitive manner.

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

**10.1 Analysis** – *The program has provided sufficient evidence that a majority of its candidates possess knowledge of leadership and collaboration skills. This includes knowing NAEYC standards, knowledge of resources, basic principles of early childhood programs, and the rights and responsibilities of parents, students and educational professionals.*

**Sources of Evidence**

- Course Syllabi
- ESCE 425 Case Study
- ECSE 421 Family Project

**Performance**

1. The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, community) to support the child's development and learning.
2. The early childhood educator identifies and accesses community, state, and national resources for children and families.
3. The early childhood educator advocates for children and their families.
4. The early childhood educator creates a manageable system to maintain all program and legal records for children.
5. The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.
6. The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

<b>Standard 10 Leadership and Collaboration</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>10.1 Performance</b>		X	

**10.2 Analysis** – *The program has provided sufficient evidence that majority of its candidates are able to demonstrate skills that allow them to communicate and work with families and other service providers. These candidates also demonstrate the ability to create manageable systems and assist families to be active participants of the educational team.*

#### **Sources of Evidence**

- *ED 492 professional/Collaboration/Communications log*
- *ECSE 421 Family Project*
- *ED 492 Danielson Summative Evaluation*

#### **Summary**

<b>Type of Standard</b>	<b>Total Number of Standards</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Knowledge</b>	10		10	
<b>Performance</b>	10	1	9	

#### **Areas for Improvement**

- *Evidence indicates that candidates need to become more proficient in executing classroom or behavior management strategies and the management of para-educators. There is neither a designated course nor particularly apparent line of evidence that supports candidates' ability to perform these skills in various educational settings. The review team recommends that this shortcoming be remedied in order to support the success of completers as they begin their careers and work with a diverse community of learners.*
- *The standards provided in the Evidence Room were not aligned with the standards outlined in the Rationales provided in the Portfolio. This lack of alignment and transparency made sorting through the evidence much more difficult than it needed to be. The review team recommends that the program strive to provide transparency between the accrediting body and the evidence of its efforts in preparing candidates to be successful completers.*
- *There appears to be a need for a system of data collection. This includes not only providing evidence of the use of data, but also clearly demonstrating multiple cycles of data that would elevate and improve the programs ability to report "exemplary" efforts in the programs' preparation of its candidates.*

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

- Approved
- Conditionally Approved
  - Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Insufficient Evidence
  - Lack of Completers
  - New Program
- Not Approved

**IDAHO STANDARDS FOR ELEMENTARY EDUCATION 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 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.

<b>Standard 1</b> <b>Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		<b>X</b>	

**1.1 Analysis** – *Syllabi, assignments, work samples, lesson plans State Literacy Exam Standards 1-3, PRAXIS 5001 and Faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of Knowledge 1.1. across literacy, math, social studies, health, PE, science, and the arts.*

*Knowledge in the area of literacy and language arts to be exceptionally strong. The rigor of the course sequences and aligned practicum were in alignment with national exemplars, particularly because there is a course dedicated to writing and language arts and opportunities to apply new knowledge in practice.*

*There was not sufficient evidence for indicator 8 that demonstrates candidates' knowledge of social, emotional, and cognitive development or technology.*

#### **Sources of Evidence**

- *Stages of Literacy Brochure*
- *State Literacy Exam 1 & 2*
- *Literacy Case Study*
- *Syllabi; ED 441; Ed 443; Math 205 & 206; Ed 444; HIST 115; ED 341; ED 342; HUM 110; ED 348; ED 304*
- *ED 304 Create a Learning Experience*
- *Ed 448 Performance Assessment*
- *ED 346 Assessment Project*
- *ED 443 Inquiry Lesson Plan- 5 E plan*
- *ED 334 Why Should I Hire You as a Science Teacher*
- *ED 442 Math Lab Approach*

- *ED 442 Math Manipulative Portfolio*
- *ED 444 Inquiry/Discovery Lesson plan*
- *ED 444 PowerPoint SS*
- *ED 304 Create a Learning experience*
- *ED 348 PowerPoint*
- *ED 312 Case Study*
- *312 Response Paper*
- *SPED 310 Case Study*
- *Faculty Interviews*

**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.

<b>Standard 1</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Knowledge of Subject Matter</b>			
<b>1.2 Performance</b>		<b>X</b>	

**1.2 Analysis** – Faculty, candidate and completer interviews, work samples, and lesson/ unit plans provide evidence that teacher candidates demonstrate performance of Standard 1.2 Knowledge of Subject Matter in Reading, Language Arts, Social Studies, and STEM. There was not sufficient evidence of performance in art, music, health. There was limited evidence of technology integration included in a few of the lesson/unit plans. It is noted that not all candidates are required to take science methods. This means the signature science assignment presented is not applicable to all Elementary Candidates. A review of transcripts did demonstrate that the majority

*of EL ED candidates did self- select science methods, but teacher candidates identified science and technology as an area they wish they had more preparation in and were required to take.*

**Sources of Evidence**

- ED 346E- Teaching Observation
- ED 441-6+1 Traits Evaluation and Conference Plan
- ED 492 Lesson Plan- Literacy
- ED 346E Danielson Literacy Evaluation (Reading)
- ED 441 6+1 Traits Evaluation (LA)
- ED 443 Inquiry Lesson Plan
- ED 441 Writing Conference plan (LA)
- ED 442 Math Lab Approach (Math)
- ED 444 Inquiry/Discovery Lesson Plan (Science)
- ED 449 Sr. Practicum Observation (LA)
- ED 492 Danielson Summative Evaluation
- ED 444 Unit
- ED 448 Performance Assessment
- Candidate Interviews

**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.

<b>Standard 2</b> <b>Knowledge of Human Development and Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.1 Knowledge</b>		<b>X</b>	

**2.1 Analysis** – Faculty Interviews, required coursework, candidate lesson plans, candidate instructional units, philosophy brochure and 304 syllabi provided evidence that teacher candidates demonstrate an adequate understanding of Standard 2.1 Knowledge of Human

*Development and Learning. Demonstration of knowledge for indicator 1 was strong. Literacy is clearly a strength of this program. Evidence for indicator two was hard to find. There was less evidence that clearly demonstrated an understanding of attention, memory, and sensory processing. The role of inquiry and exploration was demonstrated in the unit plan and lesson plans*

**Sources of Evidence**

- ED 344 Stages of Literacy Development Brochure
- ED 344 Spelling Inventory Project
- ED 441 6+1 Trait Evaluation
- Ed 441 Writing Conference
- ED 202 Philosophy Brochure
- ED 202 Presentation on Philosophy
- ED 304 Create a learning Experience
- ED 304 Syllabus
- Ed 443 Inquiry Lesson Plan

**Performance**

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

<b>Standard 2</b> <i>Knowledge of Human Development and Learning</i>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.2 Performance</b>		<b>X</b>	

**2.2 Analysis** – Faculty interviews, work samples, lesson / unit plans provide evidence that teacher candidates demonstrate performance of Standard 2.2 Knowledge of Human Development, Performance. Evidence demonstrated that the candidates can design instruction that provided student opportunity for inquiry and exploration mainly through the Inquiry lesson plan and Math Lab Approach.

**Sources of Evidence**

- ED 441 6+1 Trait Evaluation
- ED 441 Writing Conference
- ED 442 Math Lab Approach
- ED 443 Inquiry Lesson Plan



**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.

<b>Standard 3</b> <b>Modifying Instruction for Individual Needs</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>3.1 Knowledge</b>		<b>X</b>	

**3.1 Analysis** – Candidate and Completer interviews, syllabi, required coursework, and SPED Case Studies, provide some evidence that teacher candidates demonstrate an adequate understanding of Standard 3.1 Modifying Instruction for Individual Needs. This rating of “Acceptable” was on the border and comes with some strong suggestions for strengthening this area.

The collaboration logs provided a checklist of collaboration across a wide variety of professional experiences. It was helpful to see the type of collaboration candidates have engaged in, but there was no indication of the level of participation or reflection on the importance or value of what was learned, just that they were observers in these meetings.

There is sufficient evidence that candidates are prepared to understand the needs and legal responsibilities of working with students with disabilities. Candidate and Completer interviews demonstrated knowledge of the need to differentiate instruction for students, but they did not demonstrate foundational knowledge of differentiation theory or differentiation strategies for all students with needs outside the general curriculum, except in literacy instruction. In the area of literacy, candidates and completers were both able to speak specifically about tiered interventions tied to data.

Interviews provided minimal evidence that candidates understand multiple levels of interventions. However, they had little understanding of what their role would be in a schoolwide process of assessing for and delivering tiered intervention in a general education classroom.

**Sources of Evidence**

- ED 492 Professional/Collaboration/Communication Log
- SPED Disability Case Study

- SPED Law Exam
- Principal/ Mentor Teacher Interview
- SPED 310 Syllabus
- *ED 441 6+1 Trait Evaluation*
- *ED 441 Writing Conference*
- ED 442 Math Lab Approach
- ED 443 Inquiry Lesson Plan
- Candidate and Completer interviews

**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.

<b>Standard 3</b>			
<b>Modifying Instruction for Individual Needs</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>3.2 Performance</b>		<b>X</b>	

**3.2 Analysis** – *Candidate and completer interviews, Faculty interviews, Site Visit to Literacy lab, case studies, provide some evidence that teacher candidates demonstrate performance of Standard 3 Modifying Instruction for individual Needs. This rating of Acceptable was on the border and comes with some strong suggestions for strengthening this area.*

*The site visit to the Literacy lab found that candidates were providing tiered levels of literacy intervention individual and small group. Going back to standards 1 & 2 case study evidence was provided that demonstrated candidates can prescribe modifications for reading, writing, and math based on data. Completer interviews demonstrated that candidates brought with them knowledge of literacy resources for tiered support to their practice, but lacked strategies for interventions in other content areas. Candidate and completer interviews provided evidence and examples of differentiating instruction for individuals using an inquiry model and assessment, but did not understand the terminology or their responsibility as a classroom teacher to provide tiered levels of support at a systems level. Danielson observations were provided for 3 students. It would have been helpful to have seen an analysis of the individual components you feel are evidence of candidates’ ability to modify instruction and tiered levels of support. Overall there was marginal evidence that candidates are prepared to engage in assessing, selecting interventions, and delivering tiered levels of support and appropriate differentiation for a variety of learners across content areas.*

**Sources of Evidence**

- ED 492 Professional/Collaboration/Communication Log
- SPED Disability Case Study
- Danielson Summative Evaluation
- Candidate interviews
- Completer Interviews
- Site Visit
- Case Studies

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

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

**Knowledge**

1. The teacher understands 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.

<b>Standard 5</b> <b>Classroom Motivation and Management Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.1 Knowledge</b>	<b>X</b>		

**5.1 Analysis** – Required coursework, and observations provided insufficient evidences of Standard 5.1 Classroom Motivation and Management Skills. While candidates were able to cite some recourses for classroom management from an early practicum such as Wong and Wong’s First Days of School and resource cards, the observations or the assignment presented does not demonstrate candidates’ knowledge of teaching, rehearsing, or reinforcing procedures and routines. Additionally, there is not a preponderance of evidence that candidates have knowledge of tiered, hierarchical levels of support for teaching and supporting appropriate behavior and developing positive learning environments for students. There was no evidence that candidates have knowledge of management theories, proactive strategies, or tiered interventions.

**Sources of Evidence**

- ED 449 Sr Practicum Supervisor Observation
- ED 492 Danielson Summative Evaluation
- ED 492 Motivation and Management

**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.

<b>Standard 5</b> <i>Classroom Motivation and Management Skills</i>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.2 Performance</b>	<b>X</b>		

**5.2 Analysis** – Observations and the candidate assignment does not provide enough evidence that teacher candidates demonstrate sufficient performance of Classroom Motivation and Management Skills. Observations of Domain 2 of the Danielson Framework provides some assurance that candidates can maintain their mentor teachers learning environments, however it does not assure that candidates can create and implement their own management plan. The Motivation and Management plan assignment did not provide enough detail. If this assignment was more fully developed it would be a step in the right direction.

**Sources of Evidence**

- ED 346E Teaching Observation
- ED 492 Danielson Summative Evaluation
- ED 492 Motivation and Management Plan

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

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

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

***Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.***

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

### **Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4	1	3	
Performance	4	1	3	

*Notes on Recommended Action: Based on strengths over all in Standards 1-10 the state review team is recommending approval for the Elementary Program. Enhancement standards only called for ratings on 4 knowledge and 4 performance standards. An unacceptable in 1 area would exceed the 10% unacceptable guidelines for an approved program. In reviewing the entire Elementary Education program using a holistic approach, the review team found the EPP has provided evidence that the Elementary Education program should be approved.*

### **Areas for Improvement**

- *Classroom Learning Environments and Classroom Management- Require a course for all candidates*
- *Learn theories of and implement hierarchical, tiered systems of support for academics and behavior in the general education classroom.*

### **Recommended Action on Idaho Standards for Elementary Education Teachers**

- Approved
- Conditionally Approved
- Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Insufficient Evidence
  - Lack of Completers
  - New Program
- Not Approved

## IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

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

### Knowledge

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

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

**1.1 Analysis** – The program has provided sufficient evidence that candidates possess the knowledge of learner development and individual learning differences. This evidence includes factors that influence individuals with exceptionalities, individual differences and how these exceptionalities interact with the development of learning.

### Sources of Evidence

- SPED 310 Disabilities Case Study
- SPED 400 or SPED 460 Defense of Competency
- SPED 310 Disabilities Case Study

### Performance

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

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

**1.2 Analysis** – *The program has displayed sufficient evidence that a majority of its candidates can perform the necessary skills to modify learning environments to provide meaningful learning experiences and are active in their understanding how language and culture interact to influence an individual’s academic and social abilities.*

**Sources of Evidence**

- SPED 391 or SPED 392 Outcome Report
- ECSE 425 Case Study
- ED 492 Danielson Summative Evaluation

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

**Knowledge**

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

<b>Standard 2 Learning Environments</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.1 Knowledge</b>	X		

**2.1 Analysis** – *The program has not provided sufficient evidence to support that a majority of their candidates know the applicable laws and how to collaborate with other colleagues to create a safe and inclusive environment. This is especially evident when dealing with individuals in crisis and implementing behavior management strategies and implementing PBIS (Positive Behavior Interventions and Supports), conducting an FBA (Functional Behavior Assessment), or implementing BIPs (Behavior Intervention Plans).*

**Sources of Evidence**

- Personal communication with completers
- Personal communication with community partners
- Course Syllabi
- Evidence provided in Evidence Room

**Performance**

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

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

**2.2 Analysis** – *The program has not provided sufficient evidence that candidates are able, or feel comfortable with, intervening with individuals with exceptionalities in crisis, nor is there evidence that candidates are able intervene effectively before or when individuals with exceptionalities lose rational control of their behavior.*

**Sources of Evidence**

- *Personal communication with completers*
- *Personal communication with community partners*
- *Course Syllabi*
- *Evidence provided in Evidence Room*

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

**Knowledge**

1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate



cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

<b>Standard 3</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Curricular Content Knowledge</b>			
<b>3.1 Knowledge</b>		X	

**3.1 Analysis** – *The program has provided sufficient evidence that a majority of their candidates possess the knowledge of central concepts, integration of cross-disciplinary skills, the use of general and specialized curricular content and how to modify content to make it accessible to individuals with exceptionalities.*

**Sources of Evidence**

- *SPED 391 Outcome Report or SPED 392 Outcome Report*
- *SPED 424 Lincoln Portfolio*
- *SPED 393 Final Project*

**Performance**

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

<b>Standard 3</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Curricular Content Knowledge</b>			
<b>3.2 Performance</b>		X	

**3.2 Analysis** – *The program has provided sufficient evidence that its candidates demonstrate their ability to plan and instruct central concepts, that they are able to collaborate with general education teachers and utilize a variety of specialized curricula.*

**Sources of Evidence**

- *SPED 460 Defense of Competency or SPED 400 Defense of Competency*
- *Senior Portfolio*

- *ED 492 Lesson Plan Differentiated*

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

**Knowledge**

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

<b>Standard 4 Assessment</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>		X	

**4.1 Analysis** – *The program has provided sufficient evidence that a majority of its candidates possess the knowledge of formal and informal assessments, collaborating with colleagues and families about multiple types of assessments and is aware of the legal policies of assessment related to special education.*

**Sources of Evidence**

- *ECSE 425 SPED Assessment Report*
- *SPED 424 Lincoln Portfolio*
- *SPED 310 Law Exam*

**Performance**

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

<b>Standard 4 Assessment</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.2 Performance</b>		X	

**4.2 Analysis** – *The program has provided enough evidence that demonstrate the candidates ability to utilize assessments and regularly monitor individuals' progress,, conduct formal and informal measures and participate as a team member when developing inventories.*

**Sources of Evidence**

- SPED 424 Lincoln Portfolio
- SPES 424 Elementary Child Report
- SPED 393 Final Project

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

**Knowledge**

1. The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.
3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.
5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.
7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.
9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

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

**5.1 Analysis** – *The program has provided sufficient evidence to demonstrate their candidates’ knowledge of instruction planning and strategies. This includes their knowledge of considering individual abilities, learning environments, transition plans, generalizing individual’s learning and strategies to enhance language development and communication skills of students with exceptionalities.*

**Sources of Evidence**

- ECSE 425 ECSE Case Study
- Course Syllabi
- SPED 460 Student-Centered Transition Planning
- SPED 400 or SPED 460 Defense of Competency
- SPED 381 Evidence-Based Final

**Performance**

1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.
2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.
3. The teacher matches their communication methods to an individual’s language proficiency and cultural and linguistic differences.

4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.
5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.
6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

<b>Standard 5</b> <b>Instructional Planning and Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.2 Performance</b>		X	

**5.2 Analysis** – *The program has provided sufficient evidence that their candidates demonstrate proficiency in instructional planning and strategies. This is evidenced by candidates’ ability to plan instructional strategies, utilize modeling and guided practice, implementing UDL and personalizing instructional planning for individuals with exceptionalities.*

**Sources of Evidence**

- Senior Portfolio
- SPED 441 South Valley Transitional Assessment
- SPED 400 or SPED 460 Defense of Competency
- SPED 310 Disabilities Case Study
- SPED 381 Evidence-Based Final

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

**Knowledge**

1. The teacher understands how foundational knowledge and current issues influence professional practice.
2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.
4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.

5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

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

**6.1 Analysis** – *The program has provided sufficient evidence that a majority of its candidates possess the knowledge of professional learning and ethical practices. This includes the foundational knowledge and issues that influence professional practice, the complexity of delivering special education services, lifelong learning, and engaging in activities that advance the profession.*

**Sources of Evidence**

- *Personal Communication with Faculty*
- *Disposition Evaluation*
- *SPED 460 17 Questions*
- *SPED 400 or SPED 460 Defense of Competency*

**Performance**

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

<b>Standard 6</b>			
<b>Professional Learning and Ethical Practices</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>6.2 Performance</b>		X	

**6.2 Analysis** – *The program has provided sufficient evidence that its candidates demonstrate the skills necessary to utilize professional Ethical Principles and Professional Practice Standards, they also engage in activities that foster their professional growth and demonstrate sensitivity to individuals with exceptionalities that come from culturally and linguistically diverse backgrounds.*

**Sources of Evidence**

- *Personal Communication with Community Partners*
- *Personal Communication with Completers*
- *Disposition Evaluation*
- *SPED 441 Peer Tutor Project*
- *Senior Portfolio*

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

**Knowledge**

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

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

**7.1 Analysis** – *The program has provided sufficient evidence that their candidates possess the knowledge necessary to understand the necessity for collaboration. This is evidenced by their knowledge of the elements of collaboration, utilizing collaboration to promote well-being and their knowledge of services, networks and organizations that provide additional supports for students with exceptionalities.*

**Sources of Evidence**

- SPED 400 or SPED 460 Defense of Competency
- Dispositions Evaluation
- SPED 393 Final Project
- ECSE 425 ECSE Case Study
- SPED 441 Final Exam

**Performance**

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

<b>Standard 7 Collaboration</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.2 Performance</b>		X	

**7.2 Analysis** – Candidate interviews and work samples provide evidence that teacher candidates demonstrate performance of collaborating “with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.”

**Sources of Evidence**

- Personal Communication with Community Partners
- Personal Communication with Completers
- Personal Communication with Faculty
- SPED 400 or SPED 460 Defense of Competency



**Summary**

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

**Areas for Improvement**

- Evidence indicated candidates were not able to discuss the applicable laws and how to create a safe and inclusive environment in multiple educational settings with a diverse community of students. This is directly related to their knowledge of classroom and behavior management with individuals who are in crisis.
- Evidence indicated that candidates were not confident in their abilities to actively intervene with students presenting undesired behaviors in the classroom. This is reinforced with their ability to implement a PBIS (Positive Behavior Interventions and Supports), perform an FBA/BIP (Functional Behavior Assessment/Behavior Intervention Support) and execute a scope of de-escalation strategies ranging from students who are exhibiting minor undesired behaviors (e.g. blurting out, disrupting class or not staying on task) to major undesired behaviors (e.g. verbal aggression, threats or loss of control).

**Recommended Action on Idaho Standards for Exceptional Child Generalists**

- Approved
- Conditionally Approved
- Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Insufficient Evidence
  - Lack of Completers
  - New Program
- Not Approved

## IDAHO STANDARDS FOR MATHEMATICS TEACHERS

***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 learners.***

### **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 ways individuals learn, teach, and do mathematics.

<b><i>Standard 1 Knowledge of Subject Matter</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>1.1 Knowledge</i></b>			<b><i>X</i></b>

***1.1 Analysis*** – *The course requirements for the mathematics education program at Brigham Young University - Idaho allows candidates to acquire an exemplary understanding of subject matter knowledge. Through provided evidence the reviewer was able to determine that 100% of the indicators were met. At BYU-Idaho there is a cohesive programmatic approach to mathematics education. Since Winter 2016, all teacher candidates' progress in the areas of content knowledge, instructional performance, and professional disposition is measured in all program courses and reviewed with them by an instructor at four "gate" courses (Math 190, Math 214E, Math 340L, and Math 490). The mathematics education faculty at the EPP has used these reviews (now consisting of 8 cycles of sequential semester-long data) to identify at-risk candidates and program concerns. They have been able to give additional guidance and follow-up with at-risk candidates as well as consider improvements to the program. Furthermore, there are an identified six program level student learning outcomes with a variety of assessments for each as*

well as a continuous three-year assessment and review plan for the data. The Math Education Committee has used this data to identify, work on, and provide reports for several improvement areas for the program.

### **Sources of Evidence**

- Course descriptions as provided in the mathematics education program outline
- Course Syllabi for all required courses
- Candidate work samples (from course assessments, projects, and lesson plans)
- PRAXIS scores
- Course passing rates and grades
- Mathematics education major student tracking data
- BYU-Idaho Mathematics Education Composite Program Review of 2017 Data

### **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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>			<b>X</b>

**1.2 Analysis** – The course requirements for the mathematics education program at Brigham Young University - Idaho allows candidates to demonstrate an exemplary performance of knowledge of subject matter. Through provided evidence the reviewer was able to determine that 100% of the indicators are met. At BYU-Idaho there is a cohesive programmatic approach to mathematics education. Since Winter 2016, all teacher candidates' progress in the areas of content knowledge, instructional performance, and professional disposition is measured in all program courses and reviewed with them by an instructor at four "gate" courses (Math 190, Math 214E, Math 340L, and Math 490). The mathematics education faculty at the EPP has used these reviews (now consisting of 8 cycles of sequential semester-long data) to identify at-risk candidates and program concerns. They have been able to give additional guidance and follow-up with at-risk candidates as well as consider improvements to the program. Furthermore, there are an identified six program level student learning outcomes with a variety of assessments for each as well as a continuous three-year assessment and review plan for the data. The Math Education Committee has used this data to identify, work on, and provide reports for several improvement areas for the program.

**Sources of Evidence**

- *Student teaching evaluations*
- *Candidate lesson plans*
- *Candidate project work*
- *Interviews with candidates*
- *Interviews with professors*

**Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn mathematics and develop mathematical thinking, 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.

<b>Standard 2 Knowledge of Human Development and Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.1 Knowledge</b>	<b>X</b>		

**2.1 Analysis –** *The evidence provided by the EPP indicates that candidates in the mathematics education program are able to plan learning activities that respect and value students’ ideas, ways of thinking, and mathematical dispositions. However, there is a lack of evidence supporting candidates knowledge in making use of students’ mathematics development, knowledge, understanding, interests and experiences. Through the evidence provided the reviewer was able to determine that 50% (1 out of 2) of the indicators were met.*

**Sources of Evidence**

- *Course descriptions as provided in the mathematics education program outline*
- *Course Syllabi for all required courses*
- *Interviews with mentor teachers*
- *Candidate lesson plans*

**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 promotes positive mathematical dispositions.

<b>Standard 2 Knowledge of Human Development and Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.2 Performance</b>			<b>X</b>

**2.2 Analysis** – *The course requirements for the mathematics education program at Brigham Young University - Idaho allows candidates to demonstrate an exemplary performance of knowledge of human development and learning. Through provided evidence the reviewer was able to determine that 100% of the indicators are met. At BYU-Idaho there is a cohesive programmatic approach to mathematics education. Since Winter 2016, all teacher candidates' progress in the areas of content knowledge, instructional performance, and professional disposition is measured in all program courses and reviewed with them by an instructor at four "gate" courses (Math 190, Math 214E, Math 340L, and Math 490). The mathematics education faculty at the EPP has used these reviews (now consisting of 8 cycles of sequential semester-long data) to identify at-risk candidates and program concerns. They have been able to give additional guidance and follow-up with at-risk candidates as well as consider improvements to the program. Furthermore, there are an identified six program level student learning outcomes with a variety of assessments for each as well as a continuous three-year assessment and review plan for the data. The Math Education Committee has used this data to identify, work on, and provide reports for several improvement areas for the program.*

**Sources of Evidence**

- *Student teaching evaluations*
- *Faculty interview*
- *Completer interview*
- *Candidate lesson plans*

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

### Knowledge

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

<b>Standard 3 Modifying Instruction for Individual Needs</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>3.1 Knowledge</b>			<b>X</b>

**3.1 Analysis** – The course requirements for the mathematics education program at Brigham Young University - Idaho allows candidates to demonstrate an exemplary understanding of modifying instruction for individual needs. Course syllabi, course work descriptions, and candidate work samples indicate that candidates are taught to create tasks at a variety of levels. Through provided evidence the reviewer was able to determine that the indicator was met. At BYU-Idaho there is a cohesive programmatic approach to mathematics education. Since Winter 2016, all teacher candidates' progress in the areas of content knowledge, instructional performance, and professional disposition is measured in all program courses and reviewed with them by an instructor at four "gate" courses (Math 190, Math 214E, Math 340L, and Math 490). The mathematics education faculty at the EPP has used these reviews (now consisting of 8 cycles of sequential semester-long data) to identify at-risk candidates and program concerns. They have been able to give additional guidance and follow-up with at-risk candidates as well as consider improvements to the program. Furthermore, there are an identified six program level student learning outcomes with a variety of assessments for each as well as a continuous three-year assessment and review plan for the data. The Math Education Committee has used this data to identify, work on, and provide reports for several improvement areas for the program.

### Sources of Evidence

- Math 214E syllabus
- Math 490 course syllabus
- Math 490 Course project descriptions
- Candidate work for Math 490 project 1 assignment 3
- Candidate work for Math 340L Concept description
- Mathematics education major student tracking data
- BYU-Idaho Mathematics Education Composite Program Review of 2017 Data

**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.

<b>Standard 3 Modifying Instruction for Individual Needs</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>3.2 Performance</b>			<b>X</b>

**3.2 Analysis** – *The course requirements for the mathematics education program at Brigham Young University - Idaho allows candidates to demonstrate an exemplary performance of modifying instruction for individual needs. Student teaching evaluations and candidate work samples including completed projects and lesson plans indicate that candidates demonstrate ability to assist students in learning sound and significant mathematics and in developing a positive disposition toward mathematics. Through provided evidence the reviewer was able to determine that the indicator was met. At BYU-Idaho there is a cohesive programmatic approach to mathematics education. Since Winter 2016, all teacher candidates' progress in the areas of content knowledge, instructional performance, and professional disposition is measured in all program courses and reviewed with them by an instructor at four "gate" courses (Math 190, Math 214E, Math 340L, and Math 490). The mathematics education faculty at the EPP has used these reviews (now consisting of 8 cycles of sequential semester-long data) to identify at-risk candidates and program concerns. They have been able to give additional guidance and follow-up with at-risk candidates as well as consider improvements to the program. Furthermore, there are an identified six program level student learning outcomes with a variety of assessments for each as well as a continuous three-year assessment and review plan for the data. The Math Education Committee has used this data to identify, work on, and provide reports for several improvement areas for the program.*

**Sources of Evidence**

- *Candidate work for Math 490 projects*
- *Student teaching evaluations*
- *Candidate lesson plans*
- *Mathematics education major student tracking data*
- *BYU-Idaho Mathematics Education Composite Program Review of 2017 Data*

**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)

<b>Standard 4 Multiple Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>			<b>X</b>

**4.1 Analysis** – The course requirements for the mathematics education program at Brigham Young University - Idaho allows candidates to acquire an exemplary understanding of multiple instructional strategies. Through provided evidence the reviewer was able to determine that 100% of the indicators were met. At BYU-Idaho there is a cohesive programmatic approach to mathematics education. Since Winter 2016, all teacher candidates' progress in the areas of content knowledge, instructional performance, and professional disposition is measured in all program courses and reviewed with them by an instructor at four "gate" courses (Math 190, Math 214E, Math 340L, and Math 490). The mathematics education faculty at the EPP has used these reviews (now consisting of 8 cycles of sequential semester-long data) to identify at-risk candidates and program concerns. They have been able to give additional guidance and follow-up with at-risk candidates as well as consider improvements to the program. Furthermore, there are an identified six program level student learning outcomes with a variety of assessments for each as well as a continuous three-year assessment and review plan for the data. The Math Education Committee has used this data to identify, work on, and provide reports for several improvement areas for the program.



**Sources of Evidence**

- *Course descriptions as provided in the mathematics education program outline*
- *Course Syllabi for all required courses*
- *Candidate work samples (from course assessments, projects, and lesson plans)*
- *Candidate interviews*
- *Completer interviews*
- *Course passing rates and grades*
- *Mathematics education major student tracking data*
- *BYU-Idaho Mathematics Education Composite Program Review of 2017 Data*

**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 the appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

<b>Standard 4 Multiple Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.2 Performance</b>			<b>X</b>

**4.2 Analysis** – *The course requirements for the mathematics education program at Brigham Young University - Idaho allows candidates to demonstrate an exemplary performance of multiple instructional strategies. Through provided evidence the reviewer was able to determine that the 100% of the indicators are met. At BYU-Idaho there is a cohesive programmatic approach to mathematics education. Since Winter 2016, all teacher candidates' progress in the areas of content knowledge, instructional performance, and professional disposition is measured in all*

program courses and reviewed with them by an instructor at four “gate” courses (Math 190, Math 214E, Math 340L, and Math 490). The mathematics education faculty at the EPP has used these reviews (now consisting of 8 cycles of sequential semester-long data) to identify at-risk candidates and program concerns. They have been able to give additional guidance and follow-up with at-risk candidates as well as consider improvements to the program. Furthermore, there are an identified six program level student learning outcomes with a variety of assessments for each as well as a continuous three-year assessment and review plan for the data. The Math Education Committee has used this data to identify, work on, and provide reports for several improvement areas for the program.

### **Sources of Evidence**

- Student teaching evaluations
- Candidate lesson plans
- Faculty interviews
- Candidate interviews
- Completer interviews

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

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

### **Knowledge**

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

<b>Standard 6 Communication Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>6.1 Knowledge</b>			<b>X</b>

**6.1 Analysis** – The course requirements for the mathematics education program at Brigham Young University - Idaho allows candidates to demonstrate an exemplary understanding of communication skills. Course syllabi, course project descriptions, and candidate work samples indicate that candidates know and use appropriate mathematical vocabulary/terminology. Through provided evidence the reviewer was able to determine that the indicator was met. At BYU-Idaho there is a cohesive programmatic approach to mathematics education. Since Winter 2016, all teacher candidates’ progress in the areas of content knowledge, instructional performance, and professional disposition is measured in all program courses and reviewed with them by an instructor at four “gate” courses (Math 190, Math 214E, Math 340L, and Math 490).

*The mathematics education faculty at the EPP has used these reviews (now consisting of 8 cycles of sequential semester-long data) to identify at-risk candidates and program concerns. They have been able to give additional guidance and follow-up with at-risk candidates as well as consider improvements to the program. Furthermore, there are an identified six program level student learning outcomes with a variety of assessments for each as well as a continuous three-year assessment and review plan for the data. The Math Education Committee has used this data to identify, work on, and provide reports for several improvement areas for the program. **Sources of Evidence***

- *Math 340L syllabus*
- *Course project descriptions in Math 490 and Math 340L*
- *Candidate work for Math 340L Concept description*
- *Mathematics education major student tracking data*
- *BYU-Idaho Mathematics Education Composite Program Review of 2017 Data*

### **Performance**

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

<b>Standard 6 Communication Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>6.2 Performance</b>			<b>X</b>

**6.2 Analysis** – *The course requirements for the mathematics education program at Brigham Young University - Idaho allows candidates to demonstrate an exemplary performance of communication skills. Student teaching evaluations, candidate work samples including completed projects and lesson plans, and interviews with both the instructors of the mathematics education courses as well as candidates in the mathematics education program indicate that candidates demonstrate ability to encourage students to use appropriate mathematical vocabulary/terminology and foster mathematical discourse. Through provided evidence the reviewer was able to determine that 100% of the indicators were met. At BYU-Idaho there is a cohesive programmatic approach to mathematics education. Since Winter 2016, all teacher candidates' progress in the areas of content knowledge, instructional performance, and professional disposition is measured in all program courses and reviewed with them by an instructor at four "gate" courses (Math 190, Math 214E, Math 340L, and Math 490). The mathematics education faculty at the EPP has used these reviews (now consisting of 8 cycles of sequential semester-long data) to identify at-risk candidates and program concerns. They have been able to give additional guidance and follow-up with at-risk candidates as well as consider improvements to the program. Furthermore, there are an identified six program level student learning outcomes with a variety of assessments for each as well as a continuous three-year*

*assessment and review plan for the data. The Math Education Committee has used this data to identify, work on, and provide reports for several improvement areas for the program.*

**Sources of Evidence**

- *Student teaching evaluations*
- *Candidate lesson plans*
- *Candidate work for Math 490 projects*
- *Interviews with instructors*
- *Interviews with candidates*
- *Mathematics education major student tracking data*
- *BYU-Idaho Mathematics Education Composite Program Review of 2017 Data*

**Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon 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 program effectiveness.**

**Knowledge**

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

<b>Standard 8 Assessment of Student Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.1 Knowledge</b>	<b>X</b>		

**8.1 Analysis** – *The evidence provided by the EPP indicates that candidates in the mathematics education program are able to assess student learning through informal and formative assessments. However, the indicator specifically requires that candidates have a knowledge of how to assess students' mathematical reasoning. There is a lack of evidence supporting candidates' knowledge of how to assess students' mathematical reasoning.*

**Sources of Evidence**

- *Course project descriptions*
- *Candidate lesson plans*
- *Candidate projects*
- *Interviews with candidates*

**Performance**

1. The teacher assesses students' mathematical reasoning.

<b>Standard 8 Assessment of Student Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.2 Performance</b>	X		

**8.2 Analysis –****Sources of Evidence**

- *Student teaching evaluations*
- *Candidate lesson plans*
- *Candidate projects*
- *Interviews with candidates*

*The evidence provided by the EPP indicates that candidates in the mathematics education program are able to assess student learning through informal and formative assessments. However, the indicator specifically requires that candidates assess student mathematical reasoning. There is a lack of evidence supporting candidates' assessment of students' mathematical reasoning. There is indication that candidates have not been given the opportunity to assess real or mock student work, and specifically student math reasoning.*

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

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

**Standard 11: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application 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.

<b>Standard 11 Connections among Mathematical Ideas</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>11.1 Knowledge</b>			<b>X</b>

**11.1 Analysis** – The course requirements for the mathematics education program at Brigham Young University - Idaho allows candidates to acquire an exemplary understanding of connections among mathematical ideas. Through provided evidence the reviewer was able to determine that 100% of the indicators were met. At BYU-Idaho there is a cohesive programmatic approach to mathematics education. Since Winter 2016, all teacher candidates' progress in the areas of content knowledge, instructional performance, and professional disposition is measured in all program courses and reviewed with them by an instructor at four "gate" courses (Math 190, Math 214E, Math 340L, and Math 490). The mathematics education faculty at the EPP has used these reviews (now consisting of 8 cycles of sequential semester-long data) to identify at-risk candidates and program concerns. They have been able to give additional guidance and follow-up with at-risk candidates as well as consider improvements to the program. Furthermore, there are an identified six program level student learning outcomes with a variety of assessments for each as well as a continuous three-year assessment and review plan for the data. The Math Education Committee has used this data to identify, work on, and provide reports for several improvement areas for the program.

#### **Sources of Evidence**

- Course descriptions as provided in the mathematics education program outline
- Course Syllabi for all required courses
- Interviews with candidates
- Interviews with faculty
- Mathematics education major student tracking data
- BYU-Idaho Mathematics Education Composite Program Review of 2017 Data

#### **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.

<b>Standard 11 Connections among Mathematical Ideas</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>11.2 Performance</b>		<b>X</b>	

**11.2 Analysis** – *The course requirements for the mathematics education program at Brigham Young University - Idaho allows candidates to demonstrate an acceptable understanding of connections among mathematical ideas. Through provided evidence the reviewer was able to determine that indicator 2 was met in full, and parts of indicators 1 and 3 were met. There is strong evidence that the candidate uses mathematical applications to solve problems in realistic situation from other fields; however, there is a lack of evidence for the candidates encouraging student to use mathematical application to solve problems in realistic situation from other fields. Additionally, there is strong evidence supporting candidate use of mathematics to identify and describe patterns, relationships concepts, processes, and real-life constructs; however, the evidence supporting candidates to encourage students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs is weak.*

#### **Sources of Evidence**

- *Candidate assessment work*
- *Candidate project work (from Math 281 and Stat Analysis project)*
- *Candidate lesson plans*
- *Interviews with candidates*

#### **Summary**

<b>Type of Standard</b>	<b>Total Number of Standards</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Knowledge</b>	7	2		5
<b>Performance</b>	7	1	1	5

#### **Areas of Commendation**

- *The Mathematics education major student tracking data is exemplary. Tracking students on the areas of content knowledge, instructional practice, and professional disposition and using this evidence to identify and support at-risk students as well as consider program concerns and changes is an outstanding feature of the mathematics education program at Brigham Young University – Idaho.*
- *The program outcomes and assessment plan identified, measured, and reviewed by the mathematics education program is exemplary. Continual use of this data for program improvements is indication of a strong mathematics education program. Reviewers recommend considering aligning these six program outcomes and indicators with the Idaho standards for mathematics teachers.*

**Areas for Improvement**

- *There is a significant lack of evidence supporting candidates' use of student thinking and work as evidence to influence instructional decisions (See the standard 2 knowledge indicator 1 and standard 8). In the BYU-Idaho Mathematics Education Composite Program Review there is only 1 indicator that candidates will analyze student work (See Program outcome 2 indicator 4); however, the measures (direct and indirect) for this indicator are unclear. The reviewers recommend that the mathematics education program puts more emphasis on candidates use of student thinking and work.*
- *Course work supports candidates' ability to problem solve. However, there is minimal evidence provided showing candidates can encourage students to problem solve.*
- *Consider calibration of rubrics amongst the mathematics education faculty. Evidence of project descriptions and rubrics were strong throughout all standards; however, evidence provided of graded candidate work was inconsistent.*
- *According to the BYU-Idaho Mathematics Education Composite Program Review of 2017 data, there is an anticipated change to no longer require mathematics education candidates to take ED 242 (Motivation and Management) and ED 448 (Assessment and Evaluation in Education). It is noted that skills from these courses will be taught in the new Instructional Core and the new practicum experience lab. Evidence provided by the EPP for the math education program has shown that candidates' knowledge and performance of classroom management is adequate, but not strong. There is concern that the removal of these courses will weaken this area.*
- *Note on Recommended Action: Although 2 out of 7 knowledge standards were unacceptable and 1 out of 7 performance standards were unacceptable, the mathematics education program is recommended by the reviewers as approved. Amongst all standards (knowledge and performance) there is a total of 43 indicators. 88% (38 out of 43) of indicators are fully met. Two indicators are partially met and three are not at all met. This is due to lack of evidence supporting candidates' use of student thinking and/or student work*

**Recommended Action on Idaho Standards for Mathematics Teachers**

- Approved
- Conditionally Approved
- Insufficient Evidence on Idaho Core Teacher Standards and program level (Conditionally Approved on both program level and Core)
  - Insufficient Evidence
  - Lack of Completers
  - New Program
- Not Approved



## IDAHO FOUNDATION STANDARDS FOR PROFESSIONAL-TECHNICAL TEACHERS

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

### **Knowledge**

1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.
2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.
3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.
4. The teacher understands industry trends and labor market needs.
5. The teacher understands workplace leadership models.
6. The teacher understands the philosophical principles and the practices of professional-technical education.
7. The teacher understands the importance of student leadership qualities in technical program areas.

<b><i>Standard 1 Knowledge of Subject Matter</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>1.1 Knowledge</i></b>		X	

***1.1 Analysis*** – Course syllabi with weekly course outlines, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate adequate knowledge of Foundation Standard 1, Knowledge 1-7 subject matter.

*Family and Consumer Sciences (please note that Science should be plural—Family and Consumer Sciences) secondary pathways in Idaho include **cluster, culinary, hospitality, early childhood education, and education assistant**. Based on the evidence of what FCS candidates are required to complete in this program, this evaluator questions the depth of knowledge reached in each pathway area. Candidates need appropriate training to deliver any of these multiple pathways in a secondary school setting. Consider whether students have knowledge to deliver multiple pathways in a Career Technical School or comprehensive secondary school in Idaho.*

### **Sources of Evidence**

- *FCS 205 Family and Consumer Science Practicum Syllabus (required course)*

- *FCS 370 Quantity Food Production Syllabus (optional course)*
  - *Define technical terminologies for working in professional kitchen*
- *FCS 380 Connect Education and Employment Syllabus (required course)*
- *FCS 400 Curriculum Development in Occupational Education Syllabus (required course)*
- *FCS 405 Teaching Methods for Family and Consumer Science Syllabus (required course)*
- *Completer Interviews*
- *Candidate Faculty Technology Lesson Plan*
- *Candidate Field Trip summary*
- *Candidate FCCLA Lesson Plan designed per Danielson Framework*
- *PRAXIS Exam Scores where candidates have demonstrated a 94 percent first-time passing rate since January 2014*

**Performance**

1. The teacher maintains current technical skills and seeks continual improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.
3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.
4. The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).
5. The teacher writes and evaluates occupational objectives and competencies.
6. The teacher uses a variety of technical instructional resources.
7. The teacher assesses the occupational needs of the community.
8. The teacher facilitates experiences designed to develop skills for successful employment.
9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		X	

**1.2 Analysis** – *Course syllabi with weekly course outlines, required coursework, candidate lesson plans, and candidate electronic portfolios provide evidence that teacher candidates demonstrate adequate performance of Foundation Standard 1, Performance 1-7 subject matter.*

**Sources of Evidence**

- *FCS 110 Food Safety and Sanitation Syllabus (optional course)*

- *Consider that this course needs to be a prescribed course as the foundation for the Culinary pathway*
- *FCS 205 Family and Consumer Science Practicum Syllabus (required course)*
- *FCS 400 Curriculum Development in Occupational Education Syllabus (required course)*
- *FCS 405 Teaching Methods for Family and Consumer Science Syllabus (required course)*
- *Candidate 4-H Project Summary indicating collaboration with Extension Agent to ensure developmental appropriateness of activities and instruction*
- *Candidate Micro-Teaching Plan*
- *Candidate Final Portfolio*

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

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

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

### **Knowledge**

1. The teacher understands the entry-level skills in the occupation.
2. The teacher understands workplace culture and ethics.
3. The teacher understands how to provide students with realistic occupational and/or work experiences.
4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.
5. The teacher understands how occupational trends and issues affect the workplace.
6. The teacher understands how to integrate academic skills into technical content areas.
7. The teacher understands the role of innovation and entrepreneurship in the workplace.
8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

<b>Standard 4 Multiple Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>		X	

**4.1 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate lesson plans, and candidate papers provide evidence that teacher candidates demonstrate adequate knowledge of Foundation Standard 4, Knowledge 1-8 subject matter.

#### **Sources of Evidence**

- *FCS 101 Introduction to Family and Consumer Science Syllabus (required course)*
  - *American Association of Family and Consumer Sciences (AAFCS) Code of Conduct handout*
- *FCS 205 Family and Consumer Science Practicum Syllabus (required course)*
- *FCS 370 Quantity Food Production and Services Syllabus (optional course)*
- *FCS 380 Connect Education and Employment Syllabus (required course)*
- *Candidate “Career Presentation” assignment and oral presentation*
- *Candidate Business Plan assignment*
- *Candidate entrepreneurial “Food Truck” assignment photos*
- *Candidate FCCLA Teach and Train Project*

#### **Performance**

1. The teacher models appropriate workplace practices and ethics.
2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.
3. The teacher integrates academic skills appropriate for each occupational area.
4. The teacher uses simulated and/or authentic occupational applications of course content.
5. The teacher uses experts from business, industry, and government as appropriate for the content area.
6. The teacher develops a scope and sequence of instruction related to the students’ prior knowledge and that aligns with articulation requirements and course competencies.
7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.
8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

<b>Standard 4 Multiple Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.2 Performance</b>		X	

**4.2 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate portfolio, completer interview, and candidate papers provide evidence that teacher candidates demonstrate adequate performance of Foundation Standard 4, Performance 1-8 subject matter.

#### **Sources of Evidence**

- FCS 205 Family and Consumer Science Practicum Course Syllabus with Course Outline (required course)
  - Candidate FCCLA Teach and Train Project
- FCS 380 Connect Education and Employment Course Syllabus with Course Outline (required course)
- Candidate “Field Trip” Summary
- Candidate Final Portfolio
- Completer interview

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

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

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

#### **Knowledge**

1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.
2. The teacher knows how to identify community and industry expectations and access resources.

<b>Standard 7 Instructional Planning Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.1 Knowledge</b>		x	

**7.1 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate lesson plans, completer interviews, and candidate papers provide evidence that teacher candidates demonstrate adequate knowledge of Foundation Standard 7, Knowledge 1-2 subject matter.

**Sources of Evidence**

- FCS 205 Family and Consumer Science Practicum Syllabus (required course)
  - FCCLA Handbook integration on weekly basis
- FCS 400 Curriculum Development in Occupational Education Syllabus (required course)
- Candidate FCCLA Micro-Teaching Lesson Plan
- Candidate Carl Perkins Research Paper
- Candidate cross-CTE and Career Technical Student Organization Panel Project
- Completer interview

**Performance**

1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.
2. The teacher designs instruction to meet community and industry expectations.

<b>Standard 7 Instructional Planning Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.2 Performance</b>		X	

**7.2 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate lesson plans, and candidate instructional units provide evidence that teacher candidates demonstrate adequate performance of Foundation Standard 7, Performance 1-2 subject matter.

**Sources of Evidence**

- FCS 400 Curriculum Development in Occupational Education Syllabus (required course)
- Candidate CTE Lesson Plan refining previously authored plan to add a CTE work skill or career component
- Candidate Team 4-H Day Camp Instruction Packet

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

**Knowledge**

1. The teacher knows how to use information about a student’s progress, including assessments, to evaluate work-readiness.

2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.
3. The teacher understands how evaluation connects to instruction.

<b>Standard 8 Assessment of Student Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.1 Knowledge</b>	X		

**8.1 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide inadequate evidence that teacher candidates demonstrate knowledge of Foundation Standard 8, Knowledge 1-3 subject matter. Assessment is key to driving the instruction; however, candidate, completer, mentor interviews, and course syllabi demonstrate that assessment is not thoroughly taught.

**Sources of Evidence**

- FCS 380 Connect Education and Employment Syllabus (required course)
- FCS 400 Curriculum Development in Occupational Education Syllabus (required course)
- Candidates’ 4-H Lesson Plans
- Candidate’s CTE Lesson Plan fails to demonstrate ongoing assessment that drives instruction

**Performance**

1. The teacher writes and evaluates occupational goals, objectives, and competencies.
2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.
3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

<b>Standard 8 Assessment of Student Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.2 Performance</b>	X		

**8.2 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide inadequate evidence that teacher candidates demonstrate performance of Foundation Standard 8, Performance 1-3 subject matter. Assessment is key to driving the instruction; however, candidate, completer, mentor interviews, and course syllabi demonstrate that assessment is not thoroughly taught.

**Sources of Evidence**

- *FCS 380 Connect Education and Employment Syllabus (required course)*
- *FCS 400 Curriculum Development in Occupational Education Syllabus (required course)*
- *Candidates' 4-H Lesson Plans – no documentation of the process to reaching the final lesson units*
- *Candidate Data-Driven Decision Making paper – there needs to be more activities like this!*

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

**Knowledge**

1. The teacher understands the value and impact of having a professional development plan.
2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

<b>Standard 9 Professional Commitment and Responsibility</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.1 Knowledge</b>		X	

**9.1 Analysis** – *Course syllabi with weekly course outlines, and candidate benchmark interviews provide evidence that teacher candidates demonstrate adequate knowledge of Foundation Standard 9, Knowledge 1-2 subject matter.*

**Sources of Evidence**

- *FCS 380 Connect Education and Employment Syllabus (required course)*
- *FCS 405 Teaching Methods for Family and Consumer Science Syllabus (required course)*
- *Candidate Benchmark Interviews*

**Performance**

1. The teacher collaborates with an administrator to create a professional development plan.
2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.



<b>Standard 9 Professional Commitment and Responsibility</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.2 Performance</b>		X	

**9.2 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate portfolio, student teaching evaluation, and candidate benchmark interviews provide evidence that teacher candidates demonstrate adequate performance of Foundation Standard 9, Performance 1-2 subject matter.

#### **Sources of Evidence**

- *FCS 405 Teaching Methods for Family and Consumer Science Syllabus (required course)*
- *Candidate Benchmark Interviews*
- *Candidate Student Teaching Danielson Framework Evaluation*
- *Candidate Professional Growth Plan (based on Danielson Framework)*
- *Candidate Final Portfolio – Five-Year Professional Development Plan*

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

#### **Knowledge**

1. The teacher knows the contributions of advisory committees.
2. The teacher understands the importance of using the employment community to validate occupational skills.
3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.
4. The teacher knows about professional organizations within the occupational area.
5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.
6. The teacher understands the structure of state-approved PTSOs.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.

<b>Standard 10 Partnerships</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>10.1 Knowledge</b>		X	

**10.1 Analysis** – Course syllabi with weekly course outlines, required coursework, and candidate projects provide evidence that teacher candidates demonstrate adequate knowledge of Foundation Standard 10, Knowledge 1-7 subject matter.

**Sources of Evidence**

- FCS 380 Connect Education and Employment Syllabus (required course)
- FCS 400 Curriculum Development in Occupational Education Syllabus (required course)
- Candidate CTSO Project

**Performance**

1. The teacher establishes and uses advisory committees for program development and improvement.
2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.
3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.
4. The teacher participates in appropriate professional organizations.
5. The teacher cooperatively constructs articulation agreements.
6. The teacher incorporates an active state-approved PTSO in his or her program.
7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

<b>Standard 10 Partnerships</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>10.2 Performance</b>		X	

**10.2 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate portfolio, and candidate projects provide evidence that teacher candidates demonstrate adequate performance of Foundation Standard 10, Performance 1-7 subject matter.

**Sources of Evidence**

- Candidate Leadership Group Advisory Project
- Candidate CTSO Research and Presentation
- Candidate ACTE Membership Student Registration

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

**Knowledge**

1. The teacher understands how to dispose of waste materials.
2. The teacher understands how to care for, inventory, and maintain materials and equipment.
3. The teacher understands safety contracts and operation procedures.
4. The teacher understands legal safety issues related to the program area.
5. The teacher understands safety requirements necessary to conduct laboratory and field activities.
6. The teacher understands time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.
8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

<b><i>Standard 11 Learning Environment</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>11.1 Knowledge</i></b>		X	

***11.1 Analysis*** – *Course syllabi with weekly course outlines, required coursework, and candidate internship journal papers provide evidence that teacher candidates demonstrate adequate knowledge of Foundation Standard 11, Knowledge 1-8 subject matter.*

***Sources of Evidence***

- *FCS 110 Food Safety and Sanitation Syllabus (optional course)*
- *FCS 498R Internship for FCSE Major Expectations*
  - *Internship Journal – documentation of Knowledge Indicators 1-7*
- *FCS 405 Teaching Methods for Family and Consumer Science Syllabus (required course)*

**Performance**

1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.
3. The teacher demonstrates effective management skills in the classroom and laboratory environments.
4. The teacher models and reinforces effective work and safety habits.
5. The teacher incorporates PTSOs as intra-curricular learning experiences.

<b>Standard 11 Learning Environment</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>11.2 Performance</b>		X	

**11.2 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate internship journal, and candidate portfolio provide evidence that teacher candidates demonstrate adequate performance of Foundation Standard 10, Performance 1-5 subject matter.

#### **Sources of Evidence**

- Candidate Internship Journal
- Candidate Team's Research & Creative Work Poster
- Candidate 4-H Day Camp Project Write Up
- Candidate Final Portfolio

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

#### **Knowledge**

1. The teacher understands workplace employability skills and related issues.
2. The teacher understands the issues of balancing work and personal responsibilities.
3. The teacher understands how to promote career awareness.

<b>Standard 12 Workplace Preparation</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>12.1 Knowledge</b>		X	

**12.1 Analysis** – Course syllabi with weekly course outlines and required coursework provide evidence that teacher candidates demonstrate adequate knowledge of Foundation Standard 12, Knowledge 1-3 subject matter.

#### **Sources of Evidence**

- FCS 101 Introduction to Family and Consumer Science Syllabus (required course)
  - Self-Assessment
- FCS 400 Curriculum Development in Occupational Education Syllabus (required course)
- FCS 489R Internship for FCSE Major Expectations (required course)

#### **Performance**

1. The teacher designs instruction that addresses employability skills and related workplace issues.

2. The teacher discusses how to balance demands between work and personal responsibilities.
3. The teacher provides opportunities for career awareness and exploration.

<b>Standard 12 Workplace Preparation</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>12.2 Performance</b>		x	

**12.2 Analysis** – *Course syllabi with weekly course outlines, required coursework, candidate lesson plans, candidate self-assessment, and candidate internship provide evidence that teacher candidates demonstrate adequate performance of Foundation Standard 12, Performance 1-3 subject matter.*

#### **Sources of Evidence**

- *Candidate Self-Assessment inclusive of personality test, and inventories of talents, skills, leadership, opportunities, etc.*
- *Candidate Micro-Teaching Lesson with CTE Component*
- *Internship Experience – on-the-job training*

#### **Summary**

<b>Type of Standard</b>	<b>Total Number of Standards</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Knowledge</b>	12	1	11	
<b>Performance</b>	12	1	11	

#### **Areas for Improvement**

- *Consider depth of content in all CTE Family and Consumer Sciences pathways. A candidate needs to be prepared to teach all of the possible pathways. Perhaps a better balance between Early Childhood Development and the other pathways needs to be considered.*
- *Consider where to insert observation and tutoring opportunities early in the FCSE major— freshman and sophomore years. Placement with best-practice teachers can help candidates early on consider their choice to teach, while also adding to the candidate’s toolkit of strategies.*
- *Consider how to make the “motivation and management” class a required core class for all FCS candidates. Mentor interviews indicated that candidates could practice many aspects of classroom management prior to their immersion in student teaching.*
- *Consider whether the FCSE program can be offered to a large degree through online learning. FCS is a very hard-to-fill teaching position in Idaho and the nation’s secondary schools. The online option may increase candidate access to training, and ultimately add to the pipeline.*

- *Based on mentor interviews, all educator-preparation programs need to improve in preparing students for formative and summative assessment. Some mentors suggested that they could provide authentic student work (redacted for identifiable information) and rubrics to the EPP programs. Then, candidates could evaluate and score assignments independently, followed by group discussion to identify differences in scoring and evaluation philosophies.*

***Recommended Action on Idaho Foundation Standards for Professional-Technical Teachers***

- Approved
- Conditionally Approved
  - Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Insufficient Evidence
  - Lack of Completers
  - New Program
- Not Approved

## IDAHO STANDARDS FOR FAMILY AND CONSUMER SCIENCES TEACHERS

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

### **Knowledge**

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.
2. Teacher understands the impact of families' multiple roles within the home, workplace and community.
3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.
7. The teacher understands the design, selection, and care of textiles and apparel products.
8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.
9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
10. The teacher understands resource conservation and environmental issues in relation to family and community health.
11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.
12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.
13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		X	

**1.1 Analysis** – *Course syllabi with weekly course outlines, required coursework, candidate portfolio, and candidate PRAXIS exam scores provide evidence that teacher candidates demonstrate adequate knowledge of Enhancement Standard 1, Knowledge 1-3 subject matter.*

#### **Sources of Evidence**

- *FCS 101 Introduction to Family and Consumer Science Syllabus (required course)*
  - *Readings and Discussion on Influences of Social Media on Communication*
- *FAML 160 Family Relations Syllabus (required course)*
- *FCS 160 Home and Family Resource Management Syllabus (optional course)*
- *FCS 380 Connect Education and Employment Syllabus (required course)*
- *FCS 307 Apparel Construction Syllabus (optional course)*
- *PRAXIS Exam Scores where candidates have demonstrated a 94 percent first-time passing rate since January 2014*

#### **Performance**

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.
2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.
3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.
4. The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community
5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.



9. The teacher demonstrates the design, selection, and care of textiles and apparel products.
10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.
11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
12. The teacher integrates resource conservation and environmental issues in relation to family and community health.
13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.
14. The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		X	

**1.2 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate portfolio, candidate lesson plans, candidate projects, and candidate papers provide evidence that teacher candidates demonstrate adequate performance of Enhancement Standard 1, Performance 1-3 subject matter.

#### **Sources of Evidence**

- Candidate Final Portfolio
- Candidate FCS 489R Final Summary paper
- Candidate FCCLA Teach and Train project
- Candidate Micro-Teaching Lesson (STEM integrated)
- Candidate Faculty Technology Lesson
- PRAXIS Exam Scores where candidates have demonstrated a 94 percent first-time passing rate since January 2014

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

#### **Knowledge**

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

<b>Standard 2 Knowledge of Human Development</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.1 Knowledge</b>		X	

**2.1 Analysis** – Course syllabi with weekly course outlines, and required coursework provide evidence that teacher candidates demonstrate adequate knowledge of Enhancement Standard 2, Knowledge 1 subject matter.

**Sources of Evidence**

- CHLD 210 Child Development Syllabus (required course)
- FCS 205 Family and Consumer Science Practicum Syllabus (required course)
- FCS 405 Teaching Methods for Family and Consumer Science Syllabus (required course)

**Performance**

1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

<b>Standard 2 Knowledge of Human Development</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.2 Performance</b>		X	

**2.2 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate portfolio, candidate lesson plans, and candidate papers provide evidence that teacher candidates demonstrate adequate performance of Enhancement Standard 2, Performance 1 subject matter.

**Sources of Evidence**

- Candidate EDC 360L Early Childhood Development: Preschool Lab Experience
- Candidate Final Portfolio
- Candidate Lesson Plans for Student Teaching Assignment

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

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

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

### Knowledge

- The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

<b>Standard 5 Classroom Motivation and Management Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.1 Knowledge</b>		X	

**5.1 Analysis** – Course syllabi with weekly course outlines, required coursework, and candidate rubrics provide evidence that teacher candidates demonstrate adequate knowledge of Enhancement Standard 5, Knowledge 1 subject matter.

### Sources of Evidence

- FCS 205 Family and Consumer Science Practicum Syllabus (required course)
- FCS 405 Teaching Methods for Family and Consumer Science Syllabus (required course)
- FCS 405 Teaching Methods for Family and Consumer Science Syllabus (required course) Project-Based Learning Rubric

### Performance

- The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

<b>Standard 5 Classroom Motivation and Management Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.2 Performance</b>		X	

**5.2 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate portfolio, completer interviews, and candidate practicum provide evidence that teacher candidates demonstrate adequate performance of Enhancement Standard 5, Performance 1 subject matter.

**Sources of Evidence**

- Candidate Practicum Experience
- Completer Interviews
- Candidate Final Portfolio

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

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

**Knowledge**

1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.
2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

<b>Standard 7 Instructional Planning Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.1 Knowledge</b>		X	

**7.1 Analysis** – Course syllabi with weekly course outlines, required coursework, and candidate portfolios provide evidence that teacher candidates demonstrate adequate knowledge of Enhancement Standard 7, Knowledge 1 subject matter.

**Sources of Evidence**

- FCS 380 Connect Education and Employment Syllabus (required course)
- FCS 400 Curriculum Development in Occupational Education Syllabus (required course)
- Candidate Final Portfolio

**Performance**

1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

<b>Standard 7 Instructional Planning Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.2 Performance</b>		X	

**7.2 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate portfolio, and candidate lesson plans provide evidence that teacher candidates demonstrate adequate performance of Enhancement Standard 7, Performance 1 subject matter.

**Sources of Evidence**

- Candidate Lesson Plans – incorporating various instructional strategies and methods
- Candidates' 4-H Youth Project – developed in tandem with community input
- Candidate Final Portfolio

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

**Knowledge**

1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

<b>Standard 8 Assessment of Student Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.1 Knowledge</b>	X		

**8.1 Analysis** – Course syllabi with weekly course outlines, required coursework, and candidate portfolio provide evidence that teacher candidates demonstrate adequate knowledge of Enhancement Standard 8, Knowledge 1 subject matter.

**Sources of Evidence**

- FCS 400 Curriculum Development in Occupational Education Syllabus (required course)
- FCS 405 Teaching Methods for Family and Consumer Science Syllabus (required course)
- Candidate Final Portfolio

**Performance**

1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

<b>Standard 8 Assessment of Student Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.2 Performance</b>	X		

**8.2 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate portfolio, candidate lesson plans, and candidate papers provide evidence that teacher candidates demonstrate adequate performance of Enhancement Standard 8, Performance 1 subject matter.

**Sources of Evidence**

- Candidate Lesson Plans
- Candidate Self-Reflection following teaching rounds
- Candidate Final Portfolio – student work

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

**Knowledge**

1. The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

<b>Standard 9 Professional Commitment and Responsibility</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.1 Knowledge</b>		X	

**9.1 Analysis** – Course syllabi with weekly course outlines, required coursework, FCS Society opportunities, and candidate portfolios provide evidence that teacher candidates demonstrate adequate knowledge of Enhancement Standard 9, Knowledge 1 subject matter.

**Sources of Evidence**

- FCS 405 Teaching Methods for Family and Consumer Science Syllabus (required course)
- FCS 498R Internship for FCSE Major – opportunity to link knowledge with industry experience
- Candidate Final Portfolio

**Performance**

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

<b>Standard 9 Professional Commitment and Responsibility</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.2 Performance</b>		X	

**9.2 Analysis** – Course syllabi with weekly course outlines, required coursework, candidate portfolio, and candidate Professional Growth Plans provide evidence that teacher candidates demonstrate adequate performance of Enhancement Standard 9, Performance 1 subject matter.

**Sources of Evidence**

- Candidate participation in FCS Society – network with current professionals
- Candidate Final Portfolios
- Candidate Professional Growth Plan – based on Danielson Framework

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

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

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

**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	12	1	11	
Performance	12	1	11	

**Areas for Improvement**

- *As noted in this section under Foundational Standards.*

**Recommended Action on Family and Consumer Sciences Teachers**

- Approved
- Conditionally Approved
- Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Insufficient Evidence
  - Lack of Completers
  - New Program
- Not Approved



## IDAHO 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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		X	

**1.1 Analysis** – The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an exemplary understanding of the foundational knowledge indicators as listed under standard one. This standard is supported by considerable evidence across the indicators consisting of course syllabi; assignments; lesson plans, and candidate work samples. Further evidence was gathered through interviews with recent completers, current candidates, and methodology faculty. 100% of the indicators were supported by sufficient and aligned evidence. The Courses referenced were SCIED 305 and 405, which were titled Science Teaching Principles, but these course codes (SCIED) were not listed in the college’s catalog, but are in fact cross-listed. There is no evidence of three years’ worth of data showing growth or change.

### **Sources of Evidence**

- Syllabi for SCIED 305 and 405 (cross-listed as CHEM, BIOL, PH and GEOL 405 and 305)
- Lesson Plans and Teacher Evaluations are provided with rubrics and instructor feedback
- The Nature of Science Project, Science Inquiry Project, and a Field Work Projects all provide in-depth knowledge and experience to support the standard.

**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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		X	

**1.2 Analysis** – Evidence provided by the EPP demonstrates that teacher candidates can create learning experiences that make the central concepts, tools of inquiry, and historical aspects of science meaningful for students. The bulk of the evidence consisted of lesson plans and teacher evaluations provided from candidate teaching experiences. These were lessons taught in a secondary school setting. Interviews with current candidates and recent completers was another valuable source of evidence that rounded-out the story of the EPPs positive impact on developing teachers. 100% of the indicators were supported by sufficient and aligned evidence. Standard one, performance indicator seven, also included evidence of a field work project and a rubric. There is no evidence of the use of data in program improvement decisions. Three years' worth of data showing growth or change was provided through praxis scores and graduation rates.

**Sources of Evidence**

- Lesson plans from SCIED 405
- Syllabi from SCIED 405
- Teacher Evaluations, and Science Inquiry Project Examples

**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.

<b>Standard 2 Knowledge of Human Development and Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.1 Knowledge</b>		X	

**2.1 Analysis** – The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an exemplary understanding of the foundational knowledge indicators as listed under standard 2. This standard is supported by considerable evidence across the indicators consisting of course syllabi; assignments; lesson plans, and candidate work samples. Further evidence was gathered through interviews with recent completers, current candidates, and methodology faculty. 100% of the indicators were supported by sufficient and aligned evidence. There is no evidence of three years' worth of data showing growth or change.

### Sources of Evidence

- Syllabus from SCIED 405 and 305
- Nature of Science Project and Misconception Assignment
- Lesson Plans Examples and Evaluations with instructor feedback were provided

### 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.

<b>Standard 2 Knowledge of Human Development and Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.2 Performance</b>		X	

**2.2 Analysis** – Evidence provided by the EPP demonstrates that teacher candidates can create learning experiences that address how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. The bulk of the evidence consisted of lesson plans and teacher evaluations provided from candidate teaching

*experiences. These were lessons taught in a secondary school setting. Interviews with current candidates and recent completers was another valuable source of evidence that rounded-out the story of the EPPs positive impact on developing teachers. 100% of the indicators were supported by sufficient and aligned evidence. There is no evidence of three years' worth of data showing growth or change.*

### **Sources of Evidence**

- *Syllabus from SCIED 405*
- *Lesson Plans*
- *Evaluations*

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

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

### **Knowledge**

1. The teacher understands 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.

<b><i>Standard 4 Multiple Instructional Strategies</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>4.1 Knowledge</i></b>		X	

***4.1 Analysis*** – The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an exemplary understanding of the foundational knowledge indicators as listed under standard 4. This standard is supported by considerable evidence across the indicators consisting of course syllabi; assignments; lesson plans, and candidate work samples. Further evidence was gathered through interviews with recent completers, current candidates, and methodology faculty. 100% of the indicators were supported by sufficient and aligned evidence. There is no evidence of three years' worth of data showing growth or change.

**Sources of Evidence**

- Syllabus from SCIED 305 and 405
- STEM education Project
- Scientific Inquiry Project

**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.

<b>Standard 4 Multiple Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.2 Performance</b>		X	

**4.2 Analysis** – Evidence provided by the EPP demonstrates that teacher candidates can create learning experiences that allow for a variety of instructional strategies to develop student learning. The bulk of the evidence consisted of lesson plans and teacher evaluations provided from candidate teaching experiences. These were lessons taught in a secondary school setting. Interviews with current candidates and recent completers was another valuable source of evidence that rounded-out the story of the EPPs positive impact on developing teachers. 100% of the indicators were supported by sufficient and aligned evidence. There is no evidence of three years' worth of data showing growth or change.

**Sources of Evidence**

- Syllabus from SCIED 405
- Lesson Plans
- Evaluations

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

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

<b>Standard 6 Communication Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>6.1 Knowledge</b>		X	

**6.1 Analysis** *The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an exemplary understanding of the foundational knowledge indicators as listed under standard 6. This standard is supported by considerable evidence across the indicators consisting of course syllabi; assignments; lesson plans, and candidate work samples. Further evidence was gathered through interviews with recent completers, current candidates, and methodology faculty. 100% of the indicators were supported by sufficient and aligned evidence. The same projects were used to show performance in standards four and six. There is no evidence of three years' worth of data showing growth or change.*

#### **Sources of Evidence**

- *Syllabus from SCIED 305 and 405*
- *STEM education Project*
- *Scientific Inquiry Project*

#### **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.

<b>Standard 6 Communication Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>6.2 Performance</b>		X	

**6.2 Analysis** – Evidence provided by the EPP demonstrates that teacher candidates can create learning experiences that utilize a variety of communication techniques to foster learning and communication skills in the classroom. The bulk of the evidence consisted of lesson plans and teacher evaluations provided from candidate teaching experiences. These were lessons taught in a secondary school setting. Interviews with current candidates and recent completers was another valuable source of evidence that rounded-out the story of the EPPs positive impact on developing teachers. 100% of the indicators were supported by sufficient and aligned evidence. There is no evidence of three years’ worth of data showing growth or change.

**Sources of Evidence**

- Syllabus from SCIED 405
- Lesson Plans
- Evaluations

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

**Standard 8: Assessment of Student Learning - 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.**

**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.

<b>Standard 9 Professional Commitment and Responsibility</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.1 Knowledge</b>		X	

**9.1 Analysis** – The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an exemplary understanding of the foundational knowledge indicators as listed under standard 9. This standard is supported by considerable evidence across the indicators consisting of course syllabi; assignments; lesson plans, and candidate work samples. Further evidence was gathered through interviews with recent completers, current candidates, and methodology faculty. 100% of the indicators were supported by sufficient and aligned evidence. There is no evidence of three years’ worth of data showing growth or change.

**Sources of Evidence**

- Syllabi from ED 461, ED 304, ED 200, SPED 360, ED 492 and FCS 360 and 405
- Lesson Plans
- Danielson Summative Evaluation with feedback from the professor.

**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.

<b>Standard 9 Professional Commitment and Responsibility</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.2 Performance</b>		X	

**9.2 Analysis** – Evidence provided by the EPP demonstrates that teacher candidates are reflective practitioners who demonstrate a commitment to professional standards and who are continuously engaged in purposeful mastery of the art and science of teaching. The preponderance of evidence consisted of lesson plans and teacher evaluations provided from candidate teaching experiences. These were lessons taught in a secondary school setting. Interviews with current candidates and recent completers was another valuable source of evidence that rounded-out the story of the EPPs positive impact on developing teachers. 100% of the indicators were supported by sufficient and aligned evidence. There is no evidence of three years' worth of data showing growth or change.

**Sources of Evidence**

- Syllabi from ED 492 and FCS 360 and SCIED 305 and 405
- Lesson Plans, Communication Logs, Tech-Lessons, Case Study Assignment
- Danielson Evaluations, Pre and Post Tests, and Concept Maps

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

**Standard 11: 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).

<b><i>Standard 11 Safe Learning Environment</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>11.1 Knowledge</i></b>		X	

**11.1 Analysis** – *The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an acceptable understanding of the foundational knowledge indicators as listed under standard 11. This standard is supported by two separate course syllabi; and one course assignment. Further evidence was gathered through interviews with recent completers, current candidates, and methodology faculty. 100% of the indicators were supported by evidence. There is no evidence of three years' worth of data showing growth or change.*

#### **Sources of Evidence**

- *Syllabi from SCIED 305 and 405*
- *Lab Safety Training Course assignment within SCIED 405*
- *BIOL 378, This is a comprehensive laboratory course designed specifically for biology education majors in order to familiarize them with essential laboratory techniques and equipment used in teaching high school honors, AP, and college biology. Cellular biology, molecular biology, genetics, and biochemistry will be the focus of the content of the labs learned in this class. Students will also learn about developing labs and writing lab reports at the high school level as well as becoming certified in laboratory safety.*

#### **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.

<b>Standard 11 Safe Learning Environment</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>11.2 Performance</b>		X	

**11.2 Analysis** – Evidence provided by the EPP demonstrates that teacher candidates can create safe learning experiences and model professional behavior. The evidence consisted of lesson plans and teacher evaluations provided from candidate teaching experiences as well as the syllabus for SCIED 405. Lessons were taught in a secondary school setting. Interviews with current candidates and recent completers was another valuable source of evidence that rounded-out the story of the EPPs positive impact on developing teachers. 100% of the indicators were supported by sufficient and aligned evidence. There is no evidence of three years' worth of data showing growth or change.

#### **Sources of Evidence**

- Syllabus from SCIED 405
- Lesson Plans
- Teacher Evaluations

**Standard 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.

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

**12.1 Analysis** *The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an acceptable understanding of the foundational knowledge indicators as listed under standard 12. This standard is supported by two separate course syllabi; and one course project. Further evidence was gathered through interviews with recent completers, current candidates, and methodology faculty. 100% of the indicators were supported by evidence. There is no evidence of three years' worth of data showing growth or change.*

**Sources of Evidence**

- Syllabi from SCIED 305 and 405
- Project over Lab and Field Work.
- Faculty interviews

**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.

<b>Standard 12 Laboratory and Field Activities</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>12.2 Performance</b>		X	

**12.2 Analysis** – *Evidence provided by the EPP demonstrates that teacher candidates were exposed to learning experiences that utilized a variety of techniques in the field and laboratory. The only evidence consisted of a laboratory and field work project, and teacher evaluations provided from candidate teaching experiences. Interviews with current candidates and recent completers was another valuable source of evidence that rounded-out the story of the EPPs positive impact on developing teachers. 100% of the indicators were supported by sufficient and aligned evidence. There is no evidence of three years' worth of data showing growth or change.*

**Sources of Evidence**

- *Syllabus from SCIED 405*
- *Project*
- *Mentor Teacher Evaluation*

**Summary**

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

**Areas for Improvement**

- Evidence/data representing student input that leads to programmatic improvement or change.

**Recommended Action on Idaho Foundation Standards for Science Teachers**

- Approved
- Conditionally Approved
- Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Insufficient Evidence
  - Lack of Completers
  - New Program
- Not Approved

## IDAHO STANDARDS FOR BIOLOGY 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 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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		X	

**1.1 Analysis** – The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an acceptable understanding of the foundational knowledge indicators as listed under standard 1. This standard is supported by numerous course syllabi. Further evidence was gathered through interviews with recent completers, current candidates, and methodology faculty. 100% of the indicators were supported by evidence. There is no evidence of three years' worth of data showing growth or change. Data was provided for praxis scores over the past three years, as well as graduate data per year for the major and minor.

**Sources of Evidence**

- *BIO 180 Syllabus*
- *BIO 181 Syllabus*
- *BIO 204 Syllabus*
- *BIO 209 Syllabus*
- *BIO 230 Syllabus*
- *BIO 302 Syllabus*
- *BIO 375 Syllabus*
- *BIO 475 Syllabus*
- *Interviews with candidates and graduates revealed a very deep and rich understanding of the knowledge necessary to teach effectively.*

**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, and burning fossil fuels).

12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		X	

**1.2 Analysis** – Evidence provided by the EPP demonstrates that teacher candidates were exposed to learning experiences that drew upon central concepts, tools of inquiry, and structures of the discipline to make learning meaningful. The evidence consisted of syllabi, a rubric example, and lesson plans. Interviews with current candidates and recent completers was another valuable source of evidence that rounded-out the story of the EPPs positive impact on developing teachers. 100% of the indicators were supported by evidence. There is no evidence of three years' worth of data showing growth or change to assist with program improvement. Student data was available regarding praxis scores and graduation data.

#### **Sources of Evidence**

- Syllabi from BIO 305 and 405, and 492.
- Candidate Lesson plans are provided to cover each indicator in the Performance Standards
- Rubrics with instructor comments and feedback are included

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

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

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

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

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

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

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

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

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

### Summary

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

### Areas for Improvement

- Student achievement examples are present, but the identification of actual learners, and the rubrics with scored evidence and instructor feedback are missing.
- The entire Standard is based off three course syllabi, and specific lesson plans taught in one or more of the courses.
- The EPP should consider collecting additional evidence of candidate performance in the form of completed lessons/units with reflection and samples of student work/data to better document the impact of candidates on student learning and course level outcomes.
- In the future, programs could jointly evaluate candidate data to discuss potential programmatic changes. This line of communication and planning would further strengthen the excellent work that is being done in secondary science.

### Recommended Action on Idaho Standards for Biology Teachers

- Approved
- Conditionally Approved
- Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Insufficient Evidence
  - Lack of Completers
  - New Program
- Not Approved



## IDAHO STANDARDS FOR CHEMISTRY 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 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. CORE STANDARDS
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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		X	

**1.1 Analysis** – *The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an acceptable understanding of the foundational knowledge indicators as listed under standard 1. This standard is supported by numerous course syllabi. Further evidence was gathered through interviews with recent completers, current candidates, and methodology faculty. 100% of the indicators were supported by evidence. There is no evidence of three years' worth of data showing programmatic changes derived from student data or experience. There is data provided by the department for student coursework in core CHEM classes, as well as for Praxis test scores and graduate information.*

#### **Sources of Evidence**

- *Syllabi for CHEM 461, 220, 351, 105, 106, 305, 405*
- *Laboratory Procedures*
- *Nature of Science Project*
- *Class Activities, Class worksheets, Textbook Section, Student workbooks, Quizzes*

#### **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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		X	

**1.2 Analysis** – Evidence provided by the EPP demonstrates that teacher candidates were exposed to learning experiences that drew upon central concepts, tools of inquiry, and structures of the discipline to make learning meaningful. The evidence consisted of syllabi, project examples, Exams, laboratory reports and lesson plans. Interviews with current candidates and recent completers was another valuable source of evidence that rounded-out the story of the EPPs positive impact on developing teachers. Indicator #'s 7, 12, 14, 15, 16, 18, and 19, are missing student data, therefore 75% of the indicators were supported by evidence. The program has not had enough Chemistry candidates who have gone through a practicum experience to provide evidence in the form of a lesson plan. Indicators 22-27 were clearly and articulately addressed through student laboratory assignments.

There is no evidence of three years' worth of data showing programmatic growth or change. Praxis scores do show trends over the past three years. Missing evidence in this performance standard is due to a lack of data collection because the department had not kept record of student data related to the Teacher Standards until most recently. Also, low numbers of completers limited the number of pieces of evidence for each indicator.

#### **Sources of Evidence**

- Syllabi from CHEM 405, ED 492,
- Lab and Field Work Project
- Science Inquiry Project
- Student Teaching experience in which the student taught half a chemistry course
- Nature of Science Project
- Lesson Plans
- Quantitative Analysis Exam, General Chemistry Exams and Organic Chemistry Exams.
- Laboratory Reports in Quantitative Analysis from Chemistry 2

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

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

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

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

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

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

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

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

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

### Summary

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

### Areas for Improvement

- The EPP could consider collecting additional evidence of candidate performance in the form of completed lessons/units with reflection and samples of student work/data to better document the impact of candidates on student learning.
- The chemistry department tracks data (e.g. ACS exams) on candidate achievement and tracks student test data (PRAXIS) as well. In the future, programs could jointly evaluate candidate data to discuss potential programmatic changes. This line of communication and planning would further strengthen the excellent work that is being done in secondary science.

### Recommended Action on Idaho Standards for Chemistry Teachers

- Approved
- Conditionally Approved
- Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Insufficient Evidence
  - Lack of Completers
  - New Program
- Not Approved

## IDAHO STANDARDS FOR EARTH AND SPACE 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 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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		X	

**1.1 Analysis** – The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an acceptable understanding of the foundational knowledge indicators as listed under standard 1. This standard is supported by numerous course syllabi, thorough historical praxis data and a broad number of course specific outcomes that support learning. Further evidence was gathered through interviews with recent completers, current candidates, and methodology faculty. 100% of the indicators were supported by evidence. There is no evidence of three years' worth of data showing growth or change for methodology or education specific courses. There is data provided by the department for student coursework in core Earth and Space Science classes.

#### **Sources of Evidence**

- Syllabi for GEOL 111, 404, 351, 112, 335, 127, 277
- Lesson plans are provided to cover each indicator in the Performance Standards
- Rubrics with instructor comments and feedback are included

#### **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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		X	

**1.2 Analysis** – Evidence provided by the EPP demonstrates that teacher candidates were exposed to learning experiences that drew upon central concepts, tools of inquiry, and structures of the discipline to make learning meaningful. The evidence consisted of syllabi, lesson plans, and graded rubrics. Interviews with current candidates and recent completers was another valuable source of evidence that rounded-out the story of the EPPs positive impact on developing teachers. 100% of the indicators were supported by evidence. There is no evidence of three years' worth of data showing growth or change. Praxis scores do show trends over the past three years. Most of the student evidence missing in this performance standard is due to a lack of data collection, a low number of completers, and because the department had not kept record of student data related to the Idaho Teacher Standards until recently.

#### **Sources of Evidence**

- Syllabi from GEOL 405, and ED 492
- Lesson Plans
- Lesson Plan Rubrics with instructor feedback

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

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

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

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

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



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

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

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

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

### Summary

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

### Areas for Improvement

- Trends of Data should be collected in the area of teacher education course outcomes and assessments.
- The EPP could consider collecting additional evidence of candidate performance in the form of completed lessons/units with reflection and samples of student work/data to better document the impact of candidates on student learning

### Recommended Action on Idaho Standards for Earth and Space Science Teachers

- Approved
- Conditionally Approved
- Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Insufficient Evidence
  - Lack of Completers
  - New Program
- Not Approved

## IDAHO STANDARDS FOR PHYSICS 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 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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		X	

**1.1 Analysis** – The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an acceptable understanding of the foundational knowledge indicators as listed under standard 1. This standard is supported by numerous course syllabi, thorough historical praxis data and course-specific outcomes to support learning. Further evidence was gathered through interviews with recent completers, current candidates, and methodology faculty. 100% of the indicators were supported by evidence. There is no evidence of three years' worth of data showing growth or change for methodology or education specific courses. There is data provided by the department for student coursework in core Physics classes, as well as data on praxis scores for the past three years and graduate data.

**Sources of Evidence**

- Syllabi from PH 121, 123, 150, 220, 250, 277, 279, 305, 314, and 403
- FCI and CSEM exams
- Histograms of test scores

**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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		X	

**1.2 Analysis** – Evidence provided by the EPP demonstrates that teacher candidates were provided learning experiences that drew upon central concepts, tools of inquiry, and structures of the discipline to make learning meaningful. The evidence consisted of syllabi, lesson plans, and graded rubrics. Interviews with current candidates and recent completers was another valuable source of evidence that rounded-out the story of the EPPs positive impact on developing teachers. 100% of the indicators were supported by evidence. There is no evidence of three years' worth of data showing growth or change. Praxis scores do show trends over the past three years. Most of the evidence missing in this performance standard is due to a lack of data collection, a low number of completers, and because the department had not kept record of student data related to the Teacher Standards until most recently.

**Sources of Evidence**

- Syllabi from PH 403
- Scientific Inquiry Project and rubrics with instructor feedback
- Lesson plans and rubric with instructor feedback

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

***Standard 3: Modifying Instruction for Individual Needs - The teacher understands and uses a variety of instructional strategies to develop student learning.***

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

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

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

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

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

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

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

**Summary**

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

**Areas for Improvement**

- *Teacher education instructional data needs to be collected on each of the core teacher courses and used to help improve instruction.*
- *The EPP could consider collecting additional evidence of candidate performance in the form of completed lessons/units with reflection and samples of student work/data to better document the impact of candidates on student learning.*
- *The physics department tracks data (e.g. FCI and CSEM exams) on candidate achievement and the ED department tracks data (PRAXIS) as well. In the future, programs could jointly evaluate candidate data to discuss potential programmatic changes. This line of communication and planning would further strengthen the excellent work that is being done in secondary science.*

**Recommended Action on Idaho Standards for Physics Teachers**

- Approved
- Conditionally Approved
- Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Insufficient Evidence
  - Lack of Completers
  - New Program
- Not Approved

## IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

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

### Knowledge

1. The teacher understands the influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of learner environment on student learning.

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

**1.1 Analysis** – Completer interviews, faculty interviews, syllabi lacking a weekly calendar that demonstrates taught curriculum topics, and candidate lesson plans that inadequately demonstrate an ability to differentiate instruction in planning provide evidence that candidates do not demonstrate an understanding of *how learners grow and develop*. *Standard 1.1 is not acceptable based on a lack of classroom management course work, required as a stand-alone course or incorporated in other course work, that documents 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. Candidates, based on interviews and submitted lesson plans, demonstrate a lack of understand of how a classroom environment effects student learning outcomes.*

### Sources of Evidence

- *Completer Interviews*
- *Professor, Department Head, Dean Interviews*
- *Syllabi lacking weekly calendar that demonstrates taught curriculum topics*
- *Lesson Plans that inadequately demonstrate an ability to differentiate instruction in planning*

### Performance

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

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

**1.2 Analysis** – *Completer interviews, faculty interviews, and candidate interviews provide evidence that teacher candidates demonstrate performance of being able to instruct and guide students in becoming engaged in civic life, politics, and government.*

**Sources of Evidence**

- *Completer Interviews*
- *Professor, Department Head, Dean Interviews*
- *Candidate Lesson plans*

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

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

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

**Knowledge**

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

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

**4.1 Analysis** – Completer interviews, faculty interviews, candidate lesson plans, and course syllabi provide evidence that an adequate understanding of tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Sources of Evidence**

- Completer Interviews
- Professor, Department Head, Dean Interviews
- Candidate Lesson plans
- Course Syllabi

**Performance**

1. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.
2. The teacher incorporates methods of inquiry and scholarly research into the curriculum.

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

**4.2 Analysis** – Completer interviews, faculty interviews, candidate lesson plans, and course syllabi evidence that teacher candidates demonstrate performance of comparing and contrasting various governments and cultures in terms of their diversity, commonalties, and interrelationships as well as incorporating methods of inquiry and scholarly research into the curriculum.

**Sources of Evidence**

- Completer Interviews
- Professor, Department Head, Dean Interviews
- Candidate Lesson plans
- Course Syllabi

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

**Knowledge**

1. The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.



- The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

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

**5.1 Analysis** – Completer interviews, faculty interviews, and candidate lesson plans, do not demonstrate an adequate understanding of incorporating diverse global and cultural perspectives and current events. Primary and secondary source use was high quality in provided evidence and interviews. Preparation for including diversity in perspectives was cited in interviews as being a deficit when entering a classroom during student teaching.

#### **Sources of Evidence**

- Completer Interviews
- Professor, Department Head, Dean Interviews
- Lesson Plans that inadequately demonstrate an ability to incorporate diverse global and cultural perspectives and current events

#### **Performance**

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

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

**5.2 Analysis** – Completer interviews, faculty interviews, and candidate lesson plans, do not demonstrate adequate evidence that teacher candidates demonstrate performance of preparing learners to live in a world with limited resources, cultural pluralism, and increasing interdependence. The demonstration of chronological thinking as well as the use of primary and secondary sources are well demonstrated.

#### **Sources of Evidence**

- Completer Interviews
- Professor, Department Head, Dean Interviews
- Lesson Plans that inadequately demonstrate an ability to incorporate diverse global and cultural perspectives and current events

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

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

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

#### Knowledge

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

<b>Standard 8 Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.1 Knowledge</b>		X	

**8.1 Analysis** – *Completer interviews, faculty interviews, candidate lesson plans, and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.*

#### Sources of Evidence

- *Completer Interviews*
- *Professor, Department Head, Dean Interviews*
- *Candidate Lesson plans*
- *Course Syllabi*

#### Performance

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

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

**8.2 Analysis** – *Completer interviews, faculty interviews, candidate lesson plans, and course syllabi provide evidence that teacher candidates demonstrate an adequate performance of fostering clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.*

**Sources of Evidence**

- *Completer Interviews*
- *Professor, Department Head, Dean Interviews*
- *Candidate Lesson plans*
- *Course Syllabi*

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

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

**Summary**

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

**Areas for Improvement**

- *Evidence of classroom management content*
- *Evidence of instruction for inclusion of diversity of thought and background*

**Recommended Action on Idaho Foundation Standards for Social Studies Teachers**

- Approved at program level
- Conditionally Approved
- Insufficient Evidence (at Core Teacher Standards level)
  - Insufficient Evidence (at Social Studies Foundations Level)
  - Lack of Completers
  - New Program
- Not Approved

## IDAHO STANDARDS FOR GEOGRAPHY TEACHERS

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

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

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

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

### Knowledge

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

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

**4.1 Analysis** *Completer interviews, faculty interviews, candidate lesson plans, and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of the five themes of Geography and understand the uses and information that is available from maps, globes etc.*

### Sources of Evidence

- *Completer Interviews*
- *Professor, Department Head, Dean Interviews*
- *Candidate Lesson plans*
- *Course Syllabi*

**Performance**

1. The teacher uses past and present events to interpret political, physical, and cultural patterns.
2. The teacher connects the earth's dynamic physical systems to its impact on humans.
3. The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.
4. The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.
5. The teacher incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

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

**4.2 Analysis** – *Completer interviews, faculty interviews, candidate lesson plans, and course syllabi provide evidence that teacher candidates demonstrate performance of being able to teach how the physical systems of the earth effect human behavior. The geographic influences on human behavior and interactions are not demonstrated in the provided evidence. Diversity of thought and current events being included in material being covered in student teaching classrooms is not represented in the provided evidence.*

**Sources of Evidence**

- *Completer Interviews*
- *Professor, Department Head, Dean Interviews*
- *Syllabi lacking weekly calendar that demonstrates taught curriculum topics*
- *Lesson Plans that inadequately demonstrate an ability to use past and present events to interpret political, physical, and cultural patterns.*

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

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

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

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

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

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

#### Summary

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

#### Areas for Improvement

- Evidence of inclusion, diversity, or current events in candidate preparation
- Evidence of completers that understand the importance of introducing inclusion and diversity in their practice.

#### Recommended Action on Idaho Standards for Geography Teachers

- Approved at program level
- Conditionally Approved
- Insufficient Evidence (at Core Teacher Standards level)
  - Insufficient Evidence (at Social Studies Foundations Level)
  - Lack of Completers
  - New Program
- Not Approved

**IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE TEACHERS**

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

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

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

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

**Knowledge**

1. The teacher understands the relationships between civic life, politics, and government.
2. The teacher understands the political spectrum and factors that affect individual political views and behavior.
3. The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.
4. The teacher understands the organization of local, state, federal, and tribal governments, how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.
5. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).
6. The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.
7. The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).
8. The teacher understands different forms of government found throughout the world.

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

**4.1 Analysis** – Completer interviews, faculty interviews, candidate lesson plans, and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of the elements of American Government, governmental systems, the importance of civic responsibility, and the interrelationship of different forms of government.

**Sources of Evidence**

- Completer Interviews
- Professor, Department Head, Dean Interviews
- Candidate Lesson plans
- Course Syllabi

**Performance**

1. The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.
2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.
3. The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.
4. The teacher integrates global perspectives and current events into the study of civics and government.
5. The teacher engages learners in civil discourse and promotes its use in a democratic society.

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

**4.2 Analysis** – Completer interviews, faculty interviews, candidate lesson plans, and course syllabi provide evidence that teacher candidates demonstrate an adequate performance of promotes learner engagement in civic life, politics, and government.

**Sources of Evidence**

- Completer Interviews
- Professor, Department Head, Dean Interviews
- Candidate Lesson plans
- Course Syllabi



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

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

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

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

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

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

#### Summary

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

#### Recommended Action on Idaho Standards for American Government/Political Science Teachers

- Approved at program level
- Conditionally Approved
- Insufficient Evidence (at Core Teacher Standards level)
  - Insufficient Evidence (at Social Studies Foundations Level)
  - Lack of Completers
  - New Program
- Not Approved

**IDAHO STANDARDS FOR HISTORY TEACHERS**

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

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

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

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

**Knowledge**

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 and domestic relations impacted the development of the United States of America.
4. The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.
5. The teacher understands the political, social, cultural, and economic development of the United States of America.
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, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

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

**4.1 Analysis** – *Completer interviews, faculty interviews, candidate lesson plans, and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of **the central** concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

#### **Sources of Evidence**

- *Completer Interviews*
- *Professor, Department Head, Dean Interviews*
- *Candidate Lesson plans*
- *Course Syllabi*

#### **Performance**

1. The teacher makes chronological and thematic connections between political, social, cultural, and economic 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 regarding international relationships.
4. The teacher relates the role of compromises and conflicts to continuity and change across time.
5. The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.
6. The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

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

**4.2 Analysis** – Completer interviews, faculty interviews, candidate lesson plans, and course syllabi provide evidence that teacher candidates demonstrate an adequate performance of

**Sources of Evidence**

- Completer Interviews
- Professor, Department Head, Dean Interviews
- Candidate Lesson plans inadequately incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history
- Course Syllabi

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

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

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

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

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

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

**Summary**

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

**Areas for Improvement**

- Evidence that inclusion, diversity, or current events are being included in candidate preparation was not provided. In addition, completers were not able to provide evidence that they understood the importance of introducing inclusion, diversity, or current events in curriculum. Filling in these gaps will serve the program, and P12 students, well.

**Recommended Action on Idaho Standards for History Teachers**

- Approved at program level
- Conditionally Approved
- Insufficient Evidence (at Core Teacher Standards level)
  - Insufficient Evidence (at Social Studies Foundations Level)
  - Lack of Completers
  - New Program
- Not Approved

## IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS

**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>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		X	

**1.1 Analysis** – Required foundational course syllabi, Art 390 art advocacy paper, candidate lesson plans, candidate interviews, and department professor interviews show that teacher candidates understand the role that visual and performing arts have in the cross-curricula cultural and societal values of the specific disciplines. (Standards 1.1-1-8)

### Sources of Evidence

- Discipline specific foundational course descriptions, Course syllabi
- Art 390 Advocacy paper, candidate lesson plans
- Department professor interviews, candidate interviews

**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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		X	

**1.2 Analysis** – Completer interviews, candidate interviews, work samples, professor interviews, music ed. teaching strategies class, intro to practicum class, pottery class, set construction class observations, and lesson plans provide evidence that teacher candidates demonstrate performance of Standards 1-7.

**Sources of Evidence**

- Candidate art work samples, music performance recordings, unit lesson plans
- Completer interviews, professor interviews, candidate interviews
- Set construction class, pottery class, music practicum and teaching strategies class observations

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

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

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

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

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

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

### 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.

<b>Standard 7 Instructional Planning Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.1 Knowledge</b>		X	

**7.1 Analysis** – Completer interviews, candidate interviews, professor interviews, and course syllabi show state standards being taught to the candidates (Standard 1). Candidate lesson plans and completer interviews show sequential, holistic, and cumulative processes being taught to public school students (Standard 2).

### Sources of Evidence

- Course syllabi, candidate lesson plans
- Completer interviews, candidate interviews
- Professor interviews

### 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.



<b>Standard 7 Instructional Planning Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.2 Performance</b>		X	

**7.2 Analysis** – Candidate lesson plans, candidate interviews, completer interviews, and course syllabi show inclusion of state standards and the demonstration of processes and uses of tools as sequential, holistic, and cumulative (Standards 1-2).

#### **Sources of Evidence**

- Candidate lesson plan samples
- Completer interviews, candidate interviews
- Course syllabi

**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, performance/presentation).

<b>Standard 8 Assessment of Student Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.1 Knowledge</b>		X	

**8.1 Analysis** – Course syllabi, completer interviews, candidate interviews, and professor interviews show the candidates are taught various assessment strategies and methods (Standards 1, 2). Professor interviews, course syllabi, candidate interviews, and completer interviews provide evidence of teaching candidates using age appropriate critiques, rubrics, and performance/display evaluations with students for both formative and summative assessments.

#### **Sources of Evidence**

- Course syllabi
- Completer interviews, candidate interviews
- Professor interviews

**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
3. The teacher provides a variety of arts assessments to evaluate student performance.

<b>Standard 8 Assessment of Student Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.2 Performance</b>		X	

**8.2 Analysis** – Completer interviews, candidate interviews, candidate lesson plans, art show displays, and pottery displays show candidate performance assessments of student work in numerous ways, through many different opportunities, and show student assessments occurring in process as well as finished products (Standards 1-3).

**Sources of Evidence**

- Pottery displays
- 2-dimensional art displays
- Completer interviews, candidate interviews
- Candidate lesson plans

**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.

<b>Standard 9 Professional Commitment and Responsibility</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.1 Knowledge</b>		X	

**9.1 Analysis** – Completer interviews, candidate interviews, professor interviews, and course syllabi show candidate reflection involved in self-assessment of teaching practices, professional development opportunities through idea sharing among undergraduate candidates, and continued college professor outreach to completers working in the field all combine to provide evidence of Standard 1.

**Sources of Evidence**

- *Completer interviews, candidate interviews*
- *Professor interviews*
- *Course syllabi*

**Performance**

1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

<b>Professional Commitment and Responsibility</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.2 Performance</b>		X	

**9.2 Analysis** – *Professor interviews, candidate interviews, completer interviews, work samples, and practicum syllabi provide evidence that teacher candidates demonstrate performance of Standard 1.*

**Sources of Evidence**

- *Professor interviews, candidate interviews*
- *Completer interviews*
- *Work samples, practicum syllabi*

**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.

<b>Standard 10 Partnerships</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>10.1 Knowledge</b>		X	

**10.1 Analysis** – *Completer interviews, candidate interviews, course syllabi, and professor interviews all provide evidence of Standards 1 and 2.*

**Sources of Evidence**

- *Completer Interviews, candidate interviews*
- *Course syllabi*
- *Professor interviews*

**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.

<b>Standard 10 Partnerships</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>10.2 Performance</b>		X	

**10.2 Analysis** – *Candidate interviews, completer interviews, professor interviews, and course syllabi all provide evidence of careful selection of exhibits and performances appropriate for different audiences (Standard 2). Completer, professor, and candidate interviews also expressed the recognition of the responsibility the completers have to promote the arts in the school and community (Standard 1).*

**Sources of Evidence**

- *Candidate interviews, Completer interviews*
- *Course syllabi*
- *Professor interviews*

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

**Knowledge**

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.
2. The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

<b>Standard 11 Learning Environment</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>11.1 Knowledge</b>		X	

**11.1 Analysis** – Intro to Music Ed Practicum course observation, set construction class observation, candidate interviews, and completer interviews all show the necessary knowledge of Standards 1 and 2.

**Sources of Evidence**

- Set construction class observation, Intro to Music Ed Practicum course observation
- Candidate interviews
- Completer interviews

**Performance**

1. The teacher ensures that students have the skills and knowledge necessary to accomplish art tasks safety.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.
3. The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.

<b>Standard 11 Learning Environment</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>11.2 Performance</b>		X	

**11.2 Analysis** – Candidate interviews, completer interviews, pottery class observation, set construction class observation, and Intro to Music Ed Practicum observation provide evidence that Standards 1, 2, and 3 are being met.

**Sources of Evidence**

- Candidate interviews
- Completer interviews
- Class observations

**Summary**

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

**Areas for Improvement**

- The Theatre Arts area didn't have candidates or completers to interview, so it was difficult to determine to what degree the knowledge and performance standards were being met other than through syllabi and professor interviews.
- The Theatre Arts area is weak in utilizing the Danielson Framework, but it is aware of this weakness and is working towards completion of certification.
- Although all three departments are aware of and teach candidates regarding confidentiality, FERPA, and selecting art appropriate to the standards of a community and age level of the students, there is almost no mention of teacher conduct ethics standards in any of the departments.

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

- Approved
- Conditionally Approved
- Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Lack of Completers
  - New Program
- Not Approved

## IDAHO STANDARDS FOR MUSIC 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: 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.

<b><i>Standard 1 Knowledge of Subject Matter</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>1.1 Knowledge</i></b>		X	

***1.1 Analysis – Syllabi, required coursework, candidate, completer, and professor interviews all show adequate knowledge for Standards 1-9.***

### ***Sources of Evidence***

- *Candidate interviews, completer interviews*
- *Course syllabi*
- *Professor interviews*

**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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		X	

**1.2 Analysis** – Music performance recital recordings, jury scoring sheets, course syllabi, candidate interviews, and other course work all demonstrate the ability to perform Standards 1-9.

#### **Sources of Evidence**

- Music recital recordings, jury scoring sheets
- Course syllabi, other course work such as music analysis papers, recital critiques
- Candidate interviews

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

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

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

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

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

**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.



<b>Standard 7 Instructional Planning Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.1 Knowledge</b>		X	

**7.1 Analysis** – Course syllabi, candidate interviews, lesson plan examples, and completer interviews all show evidence of planning around community standards, holistic, sequential, and cumulative progression of student learning and performance, and varied musical learning opportunities to fulfill Standard 1.

**Sources of Evidence**

- Course syllabi, lesson plan examples
- Candidate interviews
- Completer interviews

**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

<b>Standard 7 Instructional Planning Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.2 Performance</b>		X	

**7.2 Analysis** – Completer interviews, Candidate interviews, course syllabi, and Music Ed Teaching Strategies class observation all show evidence of meeting Standard 1.

**Sources of Evidence**

- Completer interviews
- Candidate interviews
- Course syllabi, Music Ed Teaching Strategies class observation

**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.**

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

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

**Summary**

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

**Areas for Improvement**

- Completer interviews suggested that they felt a bit lacking in knowing how to decide if a music selection meets a specific grade level.
- Completer interviews said that they felt less prepared in their music practicum courses because the professors teaching these courses had only been in the position for 1-2 years and then were replaced with someone new.
- Candidate and completer interviews both suggested a need for more instruction in grant writing, re-certification processes, and building stronger staff relationships in the schools since most of these teachers are alone in their schools without other music teachers for collaboration.

**Recommended Action on Idaho Standards for Music Teachers**

- Approved
- Conditionally Approved
- Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Lack of Completers
  - New Program
- Not Approved

## IDAHO STANDARDS FOR THEATRE ARTS 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 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.

<b><i>Standard 1 Knowledge of Subject Matter</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>1.1 Knowledge</i></b>		X	

***1.1 Analysis – Syllabi, required coursework exam and project examples, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of Knowledge of Subject Matter Standard 1.1.***

### ***Sources of Evidence***

- *Course syllabi*
- *Final project samples, Final exam samples*
- *Candidate work samples/papers*

### **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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		X	

**1.2 Analysis** – Syllabi, required coursework exam and project examples, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of Knowledge of Subject Matter Performance Standard 1.2.

#### **Sources of Evidence**

- Course syllabi
- Final project samples, videos of candidate performances
- Candidate work samples/papers

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

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

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

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

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

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

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

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

**Standard 11: 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.)

<b>Standard 11 Learning Environment</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>11.1 Knowledge</b>		X	

**11.1 Analysis** – Syllabi, Stage Craft Class observation, Final tests, and Candidate Theatre Design Project examples provide evidence that teacher candidates demonstrate sufficient knowledge to meet Standard 11: Learning Environment Knowledge 1.1.

**Sources of Evidence**

- Course syllabi, Stage design assignments
- Final tests/projects
- Observation of Stage Craft class which incorporates state Safety Standards

**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.)

<b>Standard 11 Learning Environment</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>11.2 Performance</b>		X	

**11.2 Analysis** – Syllabi, Stage Craft Class observation, Final tests, and Candidate Theatre Design Project examples provide evidence that teacher candidates demonstrate sufficient knowledge to meet Standard 11: Learning Environment Performance 1.2.

**Sources of Evidence**

- Observation of Stage Craft Class using equipment and safety devices
- Final tests
- Candidate project examples

**Summary**

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

**Areas for Improvement**

- Continue to work on pedagogy regarding Danielson Framework
- Candidates would benefit from more experience in selecting plays that meet a community's standards
- Theatre performance, tech, and set construction classes are strong, but pedagogy regarding student maturity and development needs to be strengthened

**Recommended Action on Idaho Standards for Theatre Arts Teachers**

- Approved
- Conditionally Approved
- Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Lack of Completers
  - New Program
- Not Approved

## IDAHO STANDARDS FOR VISUAL ARTS 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 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.

<b><i>Standard 1 Knowledge of Subject Matter</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>1.1 Knowledge</i></b>		X	

***1.1 Analysis*** – Candidate interviews, completer interviews, course syllabi, and art displays show evidence of meeting Standards 1-6.

**Sources of Evidence**

- *Art displays of two-dimensional and three-dimensional art*
- *Candidate interviews, completer interviews*
- *Course syllabi*

**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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		X	

**1.2 Analysis** – Candidate interviews, completer interviews, lesson plans, other course work examples show clear evidence of meeting Standards 1-9.

**Sources of Evidence**

- Candidate interviews
- Completer interviews
- Other candidate work samples, lesson plans

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

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

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

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



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

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

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

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

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

### **Summary**

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

### **Areas for Commendation**

- Completer and candidate interviews both support the written evidence through syllabi and other course work that assessment and art technique classes are very strong
- In particular, Brother Belka's Teaching Strategies and Practicum classes were mentioned repeatedly for strongly teaching the use of assessment, informing the candidates of how to understand the Danielson Framework for their student teaching and career teaching evaluations, and his real-life scenarios helped the candidates and completers feel confident when teaching in the public school classroom.
- In addition, the completer interviews often expressed gratitude for the continued support from the professors as the need would arise for a review of a particular process or technique. The faculty were all commended for their timely responses to questions, either through email or over the phone, and the faculty's willingness to create partnerships between the program completers and the new candidates for involvement in schools. Art candidates are readily available for assisting with art shows and helping to judge student work. This informal partnership allows completers and other teachers in the field to be eager to have the university teacher candidates come to the public school classes for practicum experiences. Several completers spoke of how the relationship between faculty and other teachers had grown to be one of a collegial partnership of equals to promote art instead of a teacher-student hierarchy.

***Recommended Action on Idaho Standards for Visual Arts Teachers***

- Approved
- Conditionally Approved
  - Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Lack of Completers
  - New Program
- Not Approved

## IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS

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

### **Knowledge**

1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.
2. The teacher knows the target culture(s) in which the language is used.
3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.
4. The teacher knows the history, arts, and literature of the target culture(s).
5. The teacher knows the current social, political, and economic realities of the countries related to the target language.
6. The teacher understands how the U.S. culture perceives the target language and culture(s).
7. The teacher understands how the U.S. is perceived by the target language culture(s).
8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

<b><i>Standard 1 Knowledge of Subject Matter</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>1.1 Knowledge</i></b>		x	

***1.1 Analysis*** – Course syllabi, required coursework, and various interviews provide evidence that teacher candidates understand the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students. Note that some evidence was unreviewable due to being in the target language other than English.

### ***Sources of Evidence***

- *Course Syllabi*
- *Required Coursework*
- *Interviews with completers, candidates, and district faculty*

**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.

<b>Standard 1 Knowledge of Subject Matter</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		X	

**1.2 Analysis** – Student performance assessment data (Praxis, ACTFL), required coursework, and observation provide evidence that teacher candidates demonstrate performance of the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.

**Sources of Evidence**

- Student assessment data (PRAXIS and ACTFL)
- Required course work
- Candidate classroom observation

***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.

<b><i>Standard 2 Knowledge of Human Development and Learning</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>2.1 Knowledge</i></b>		X	

***2.1 Analysis – Syllabi, interviews, and course observation provide evidence that teacher candidates demonstrate an adequate understanding how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***

***Sources of Evidence***

- *Course syllabi*
- *Completer interviews*
- *Course observation*

**Performance**

1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.
2. The teacher integrates cultural knowledge into language instruction.
3. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.
5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

<b>Standard 2 Knowledge of Human Development and Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>2.2 Performance</b>		X	

**2.2 Analysis** – Interviews (completer and faculty), practicum checklists, and lesson plans provide evidence that teacher candidates demonstrate performance of how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

#### **Sources of Evidence**

- Interviews (completer and faculty)
- Practicum checklists
- Lesson plans

**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.

<b>Standard 3 Modifying Instruction for Individual Needs</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>3.1 Knowledge</b>		X	

**3.1 Analysis** – Syllabi, candidate lesson plans, and course observation provide evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

**Sources of Evidence**

- Lesson plans
- Course observation
- Course syllabi

**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.

<b>Standard 3 Modifying Instruction for Individual Needs</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>3.2 Performance</b>		X	

**3.2 Analysis** – Candidate interviews and observations, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

**Sources of Evidence**

- Lesson plans
- Student work samples
- Candidate interviews and observations

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

**Knowledge**

1. The teacher understands that world languages methodologies continue to change in response to emerging research.
2. The teacher understands instructional practices that balance content-focused and form-focused learning.
3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical- thinking and problem solving.

<b>Standard 4 Multiple Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>		X	

**4.1 Analysis** – Syllabi, required coursework, candidate lesson plans and completer interviews provide evidence that teacher candidates demonstrate an adequate understanding of uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

#### **Sources of Evidence**

- Course syllabi
- Completer interviews
- Required coursework

#### **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.

<b>Standard 4 Multiple Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.2 Performance</b>		X	

**4.2 Analysis** – Interviews, candidate professional development plans works, and work samples provide evidence that teacher candidates demonstrate performance in using a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

#### **Sources of Evidence**

- Completer and district faculty interviews
- Candidate work samples (tech projects)
- Candidate professional development plan



**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.

<b>Standard 5 Classroom Motivation and Management Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.1 Knowledge</b>		X	

**5.1 Analysis** – Course syllabi, required coursework, and course assessments provide evidence that teacher candidates demonstrate an adequate understanding of individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation

### Sources of Evidence

- Course syllabi (SPAN378)
- Course observations
- Required course work
- SPAN497/FRE377 Assessment

### 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.

<b>Standard 5 Classroom Motivation and Management Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.2 Performance</b>	X		

**5.2 Analysis** – All interviews conducted (department faculty, candidate, completer, mentor teachers, and district administration) noted a need for strength in this area for candidates in practicum and completers during their first year hired in a school district. There is some evidence provided to support that candidates demonstrate performance in individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation, but overwhelmingly this was a consistent area for improvement.

**Sources of Evidence**

- Interviews (department faculty, candidate, completer, mentor teachers, and district administration)

**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.

<b>Standard 6 Communication Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>6.1 Knowledge</b>		X	

**6.1 Analysis** – Interviews (mentor teachers), candidate lesson plans, and required course work provide evidence that teacher candidates demonstrate an adequate understanding in using a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

**Sources of Evidence**

- Mentor teacher Interviews
- Candidate lesson plans
- Required course work

**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.

<b>Standard 6 Communication Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>6.2 Performance</b>		X	

**6.2 Analysis** – Interviews, candidate observation, and course checklists provide evidence that teacher candidates demonstrate performance in using a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

**Sources of Evidence**

- Interviews
- Candidate observation
- SPAN497 Assessment Checklists

**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.

<b>Standard 7 Instructional Planning Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.1 Knowledge</b>		X	

**7.1 Analysis** – Course syllabi content, candidate lesson plans, and completer interviews provide evidence that teacher candidates demonstrate an adequate understanding of planning and preparing instruction based on knowledge of subject matter, students, the community, and curriculum goals.

**Sources of Evidence**

- Course syllabi content
- Candidate lesson plans
- Completer interviews

**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.

<b>Standard 7 Instructional Planning Skills</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.2 Performance</b>		X	

**7.2 Analysis** – Interviews, SPAN 497 Assessment checklist, and candidate’s lesson plans and lesson observations provide evidence that teacher candidates demonstrate performance of candidates planning and preparing instruction based on knowledge of subject matter, students, the community, and curriculum goals.

#### **Sources of Evidence**

- Mentor teacher interviews
- SPAN 497 assessment checklists
- Candidate observation
- Candidate lesson plans

**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.

<b>Standard 8 Assessment of Student Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.1 Knowledge</b>		X	

**8.1 Analysis** – *Course syllabi, required coursework, and completer interviews provide evidence that teacher candidates demonstrate an adequate understanding the uses of assessments, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.*

- *Course syllabi*
- *Required coursework*
- *Completer interviews*

### **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.

<b>Standard 8 Assessment of Student Learning</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.2 Performance</b>	X		

**8.2 Analysis** – *Interviews conducted (candidate, mentor teachers, and district administration) noted a need for strength in this area for candidates in practicum and completers during their first year hired in a school district. There is some evidence provided to support that candidates demonstrate performance in using and interpreting formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness, but overwhelmingly this was a consistent area for improvement. The World Languages Faculty has made progress by including this in current course offerings and are encouraged to continue and expand upon this moving forward.*

### **Sources of Evidence**

- *Interviews (candidate, mentor teachers, and district administration)*

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

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

### Knowledge

1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.
2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.
3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.
4. The teacher understands the effects of second language study on first language.

<b>Standard 10 Partnerships</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>10.1 Knowledge</b>		X	

**10.1 Analysis** – Course syllabi, required coursework, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of interacting in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

### Sources of Evidence

- Course syllabi
- Required coursework
- Candidate interviews

### 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.

<b>Standard 10 Partnerships</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>10.2 Performance</b>		X	

**10.2 Analysis** – Candidate coursework samples, interviews (candidate and mentor teacher), and SPAN497 Assessment checklists provide evidence that that teacher candidates demonstrate an adequate understanding of interacting in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

**Sources of Evidence**

- SPAN497 Assessment checklists
- Candidate course work samples
- Interviews (candidate and mentor teacher)

**Summary**

<b>Type of Standard</b>	<b>Total Number of Standards</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Knowledge</b>	9		9	
<b>Performance</b>	9	2	7	

**Areas for Improvement**

- Classroom Management
- Assessment Literacy

**Recommended Action on Idaho Standards for World Languages Teachers**

- Approved
- Conditionally Approved
- Insufficient Evidence on Idaho Core Teacher Standards (Approved at program level with areas for improvement, but Conditional Approval due to Core)
  - Lack of Completers
  - New Program
- Not Approved