



**Idaho State
Board of Education**

**State Requirement Check Report for the Review of Educator Preparation
Providers per Section 33-1207A, Idaho Code
University of Idaho
April 8, 2025**

EPP STATE REQUIREMENT CHECK REPORT

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PURPOSE STATEMENT

This educator preparation provider state requirement check report serves a variety of stakeholders including the provider, the programs, current and prospective candidates, as well as the larger education community. The purpose of the educator preparation provider state requirement check is to ensure the overall program design meets the applicable standards, individual endorsement areas, and state requirements. This report is to make public the results of the state requirement check, including the certificate and endorsement program ratings. The ratings are “met” and “not met.” The expectation is that providers will use the information contained in this report to support their continuous improvement efforts and alignment to the expectations of the state’s legal requirements.

REVIEW TEAM MEMBERS

The facilitator of this state requirement check was Katie Shoup, Educator Effectiveness Program Manager, with the Office of the Idaho State Board of Education. The review team listed below conducted this state requirement check. The review team members were:

- | | | | |
|---------------|----------|--------------|-----------|
| 1. David | Belka | 6. Cindy | Johnstone |
| 2. Dr. Sherry | Dismuke | 7. Katie | Mathias |
| 3. Melissa | Green | 8. Jackie | Miller |
| 4. Ehren | Haderlie | 9. Tyler | Winiecke |
| 5. Don | Hansen | 10. Dr. Emma | Wood |

FEEDBACK

Gaps provided by the review team members will be reevaluated at the educator preparation provider’s mid-cycle state check.

Identified Gaps

Instructional Endorsements: While some evidence was provided for the Idaho Comprehensive Literacy Standards and assessments, additional evidence is needed to demonstrate alignment with the Idaho Comprehensive Literacy Standards across all instructional endorsement programs.

RESULTS

Certificate Requirements

The certificate requirements in [IDAPA 08.02.02](#) include clinical practice, credit hours, assessment, and institutional recommendation. In addition, the Idaho Standards for Initial Certification of Professional School Personnel are included within this section. The Idaho Standards for Certificated School Personnel set the minimum standards certificated school personnel must meet in each certification area to be eligible for certification. Educator preparation programs must be in alignment with these certifications standards to be considered for re-approval per [State Board Policy IV.D.](#)

The scoring that is used is “Met,” “Conditionally Met,” or “Not Met.”

Certificate	Met	Conditional Met	Not Met
Instructional	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Actions for the Educator Preparation Provider:

The Educator Preparation Provider is directed to address the gaps identified in the “Gaps” section of this report promptly and will have a mid-cycle state check to ensure that the gaps have been sufficiently addressed.

- A mid-cycle state check will take place to check that the Comprehensive Literacy Standards per [Section 33-114A, Idaho Code](#) are clearly evidenced across all instructional endorsement programs.
- It is recommended to use the Idaho Comprehensive Literacy Assessments created by Idaho Higher Education Literacy Partnership (IHELP).

Endorsement Requirements

The endorsement requirements in [State Board Policy IV.D.](#) include the credit requirements that must be met to add an endorsement established in [IDAPA 08.02.02](#). Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a corresponding endorsement area where the requirements overlap.

The scoring that is used is “met” or “not met.”

Endorsement	Met	Not Met
All Subjects (K-8)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
American Government/Political Sci. (5-9 or 6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Biological Science (5-9 or 6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chemistry (5-9 or 6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Computer Science (5-9 or 6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Earth and Space Science (5-9 or 6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Economics (5-9 or 6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English (5-9 or 6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English as a Second Language (K-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Geography (5-9 or 6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Health (5-9, 6-12 or K-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
History (5-9 or 6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy (K-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics (6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics – Middle Level (5-9)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Music (5-9, 6-12 or K-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Natural Science (6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Physical Education (5-9, 6-12, or K-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Physical Science (5-9 or 6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Physics (5-9 or 6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social Studies (6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social Studies – Middle Level (5-9)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Sociology (5-9, 6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sociology/Anthropology (5-9 or 6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teacher-Librarian (K-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Theater Arts (5-9 or 6-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visual Arts (5-9, 6-12 or K-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
World Language (5-9, 6-12)		
	French	<input checked="" type="checkbox"/>
	German	<input checked="" type="checkbox"/>
	Spanish	<input checked="" type="checkbox"/>
Blended Early Childhood Education/ Early Childhood Special Education (Birth – Grade 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Blended Elementary Education/ Elementary Special Education (Grade 4-Grade 6)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Early Childhood Special Education (Pre-K-3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exceptional Child Education (K-8, 6-12, or K-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Director of Special Education (Pre-K-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School Principal (Pre-K-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Superintendent (Pre-K-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CONTINUOUS IMPROVEMENT GOALS

Educator Preparation Provider's Continuous Improvement Goals:

1. Discipline-specific methods courses – It became obvious during preparation for the review process that the way the UI catalog requires teacher candidates to complete a discipline-specific teaching methods course is unclear and could lead to confusion on the part of our students. We recognized this during the self-study portion of the review process and put a curriculum change forward to address it in upcoming catalogs. This was further solidified as the review team shared similar input.
2. Comprehensive Literacy – While the UI process for addressing the Idaho Comprehensive Literacy Standards is/was robust, the review process illuminated an opportunity to employ the assessment tool common across all other Idaho educator preparation programs. Going forward, UI will be utilizing the Idaho Comprehensive Literacy Assessment just as the rest of our fellow Idaho institutions already do.
3. Enhancing Curriculum Relevance: To strengthen the relevance and responsiveness of our educational leadership preparation programs to the unique needs of Idaho's K–12 schools, the Advanced Programs faculty will convene an expert panel of Idaho-based practitioners, district leaders, and other educational stakeholders. This panel will systematically review and evaluate current course assignments to ensure they align with the evolving educational landscape across Idaho. Insights from this Idaho-focused panel will guide targeted curriculum revisions that reflect the realities of educational leadership across the state.

End of State Requirement Check Report