**Idaho State
Board of Education**

EPP STATE REVIEW
EVIDENCE GUIDE

EPP State Review Evidence Guide

Introduction
To meet the Idaho Standards for Educator Preparation Providers, evidence must be gathered and presented in a way that demonstrates the provider's adherence to each of the standards. The guidance below provides examples of evidence that may be used for the EPP State Review in Idaho.

<u>Note:</u>
- Evidence Requirement: At least 2 cycles of evidence with at least one piece of evidence for each cycle including a narrative and/or rationale.
  - New Programs that have not been active for 2 cycles will work with the board office staff to identify if the EPP has at least one cycle of evidence and any other related evidence to submit for review.

Standard One: Content, Pedagogical, and Professional Knowledge

1.1 Content Knowledge and Pedagogy

Standard 1: The Learner and Learning: Learner Development
<u>Examples of Relevant Evidence:</u>
- ☐ Lesson plans or instructional materials that show how the candidate considers developmental stages in designing lessons.
- ☐ Examples of differentiated instruction that meet the different developmental needs of learners.
- ☐ Reflection on how the candidate adapts teaching strategies to accommodate different learners' cognitive, linguistic, social, emotional, and physical development.
- ☐ Student feedback or assessments showing growth or challenges, illustrating understanding of learner development.
- ☐ Documentation of strategies used to address cultural and linguistic backgrounds (e.g., lesson adaptations for English as a second language (ESL) or students from various cultural backgrounds).

Standard 2: The Learner and Learning: Learning Differences
<u>Examples of Relevant Evidence:</u>
- ☐ Lesson plans showing how instruction is tailored to cultural, linguistic, and ability-based needs (including students with disabilities or ESL).
- ☐ Reflections or case studies demonstrating how individual differences were considered in the planning and delivery of instruction.
- ☐ Evidence of varied practices, such as differentiated assessments, scaffolding techniques, or modifications in teaching methods.
- ☐ Evidence of collaboration with special education or ESL staff to create a welcoming environment.

Standard 3: The Learner and Learning: Learning Environment
<u>Examples of Relevant Evidence:</u>
- ☐ Classroom management plans encourage active learning and positive social interactions.
- ☐ Student surveys or feedback demonstrating engagement, motivation, and positive interaction.
- ☐ Video or anecdotal evidence of collaborative learning environments.
- ☐ Examples of how students work together in groups or teams.
- ☐ Evidence of creating an environment where students feel motivated to participate and are engaged in their learning.

Standard 4: Content: Content Knowledge

Examples of Relevant Evidence:
- ☐ Lesson plans and unit plans showcasing deep knowledge of the subject matter.
- ☐ Examples of activities or assignments that make complex concepts accessible and meaningful.
- ☐ Assessment results or student feedback indicating successful content mastery.
- ☐ Written reflections or teaching evaluations showing an understanding of key concepts in the subject area.

Standard 5: Content: Application of Content

Examples of Relevant Evidence:
- ☐ Lesson or project plans where students apply content to solve real-world problems or engage in critical thinking.
- ☐ Student reflections or work samples that demonstrate higher-order thinking, creativity, or problem-solving related to content.
- ☐ Examples of interdisciplinary projects or cross-curricular activities.
- ☐ Video clips, case studies, or other applicable evidence of students working collaboratively on authentic tasks.

Standard 6: Instructional Practice: Assessment

Examples of Relevant Evidence:
- ☐ Examples of formative and summative assessments used to gauge student understanding.
- ☐ Student self-assessments or peer-assessments showing engagement in the learning process.
- ☐ Documentation of how assessment data is used to inform future instruction and decision-making.
- ☐ Evidence of using multiple assessment methods (e.g., written tests, projects, portfolios, performance tasks).
- ☐ Reflections or teaching journals showing how assessment results guide future instructional decisions.

Standard 7: Instructional Practice: Planning for Instruction

Examples of Relevant Evidence:
- ☐ Detailed lesson or unit plans that demonstrate integration of content, pedagogy, and community context.
- ☐ Evidence of how learning goals are aligned with applicable student content standards, curriculum, and student needs.
- ☐ Collaborations with colleagues or community members to ensure the relevance and rigor of instruction.
- ☐ Feedback or observations from mentors or peers on the effectiveness of instructional planning.
- ☐ Student work showing progress toward the learning goals.

Standard 8: Instructional Practice: Instructional Strategies

Examples of Relevant Evidence:
- ☐ Video recordings or lesson observations demonstrating the use of various instructional strategies.
- ☐ Lesson plans showing the intentional use of different teaching methods (e.g., inquiry-based learning, collaborative learning, differentiated instruction).
- ☐ Student feedback or self-reflections showing how different strategies enhanced their learning.
- ☐ Documentation or reflections on how instructional strategies align with content goals and students' learning needs.
- ☐ Examples of how instructional strategies are adapted to help students apply knowledge in meaningful ways (e.g., real-world application, problem-solving).

1.2 Professional Knowledge

Standard 9: Professional Learning and Ethical Practice
Examples of Relevant Evidence:
- ☐ Evidence of engagement in workshops, seminars, conferences, or courses that focus on evaluation of practice, effects of choices and actions and adapts practice to meet the needs of each learner.
- ☐ Self-reflection logs or journals that include a teacher candidate's reflection on their learning and its application in practice.
- ☐ Feedback from mentors or cooperating teachers that shows the teacher candidate is actively seeking and using feedback to improve their practice.
- ☐ Examples of how the teacher candidate collects, interprets, and uses student performance data (e.g., test scores, formative assessments, student surveys) to refine teaching strategies.
- ☐ Evidence that the teacher candidate uses student work (e.g., writing samples, project-based assessments) to assess learning progress and adjust instruction.
- ☐ Documentation and/or evidence showing how the candidate adapts teaching for students with specific learning needs (e.g., learners with disabilities, ESL, gifted students).

Standard 10: Leadership and Collaboration
Examples of Relevant Evidence:
- ☐ Documentation showing involvement in school committees, mentorship programs, or taking on appropriate leadership roles within the school community.
- ☐ Evidence that the candidate has taken on responsibility for student learning and progress.
- ☐ Documentation of meetings with families, colleagues, or community members (e.g., emails, meeting agendas, minutes) demonstrating collaboration to ensure student success.
- ☐ Evidence of involvement in local, state, or national educational organizations that promote professional growth and teaching standards.
- ☐ Evidence that the teacher candidate advocates for educational policy or practices that benefit students, teachers, or the broader community.

1.3 Idaho Educational Expectations

Standard 11: American Indian Tribes in Idaho
Examples of Relevant Evidence:
- ☐ Curriculum materials, lesson plans, and assessments that teach about the federally recognized tribes in Idaho and their ancestral lands.
- ☐ Evidence of teacher candidates' ability to apply knowledge of Idaho tribes to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.

Standard 12: State Board of Education Code of Ethics for Idaho Professional Educators
Examples of Relevant Evidence:
- ☐ Documentation showing that teacher candidates are taught the Idaho Code of Ethics (e.g., course syllabi, lesson plans, student work).
- ☐ Assessments or reflections demonstrating candidates' understanding of the ethics in supporting the integrity of the profession.

Standard 13: Technology
Examples of Relevant Evidence:
- ☐ Examples of lesson plans that integrate digital technology for face-to-face, blended, and online learning environments.
- ☐ Student assessments, reflections, and technology training showing how technology was used to engage and enhance student learning and engagement.

Idaho Comprehensive Literacy (Standards 1-5)
Examples of Relevant Evidence:
- ☐ Lesson plans, assignments, and assessments that demonstrate the integration of the critical pedagogical-content concepts, principles, and practices within the Idaho Comprehensive Literacy Standards (Standards 1-5).
- ☐ Evidence of how candidates are equipped to address different reading and writing profiles.
- ☐ Evaluation of literacy instruction practices, especially with respect to evidence of understanding and implementing the "Science of Reading."

Certificate and Endorsement Requirements
Examples of Relevant Evidence:
- ☐ Documentation of program design meeting endorsement and certificate requirements.
- ☐ Course schedule, curricular framework, and matrix.
- ☐ Idaho Core Teaching Standards and endorsement alignment to applicable courses with syllabi.

Standard Two: Clinical Experience

2.1 Clinical Practice

Clinical Preparation Depth, Breadth, Coherence, and Duration
Examples of Relevant Evidence:
- ☐ Documentation of the clinical experience program, including hours, scope, and sequence, demonstrating the breadth and depth of candidate experiences in different settings.
- ☐ Examples of lesson plans, reflections, or assessments demonstrating how candidates applied theory and pedagogy during their clinical placements.
- ☐ Supervisor or mentor evaluations of candidate performance during clinical experiences.
- ☐ A structured and escalating series of clinical experiences with increasing responsibility.

Comprehensive Clinical
Examples of Relevant Evidence:
- ☐ A culminating student teaching or internship experience that simulates real-world teaching duties with reasonable simulation of the responsibility of the position for which they will be certified.

Coherence Across Clinical and Non-Clinical Preparation
Examples of Relevant Evidence:
- ☐ A clear, coherent link between theory, research, and practice, with explicit alignment to the Idaho Standards for Initial Certification.

Idaho Framework for Teaching Evaluation
Examples of Relevant Evidence:
- ☐ Documentation and evidence of the use of the Idaho Framework for Teaching Evaluation
- ☐ Evidence that completers achieve state required score – a rating of "Basic" or higher in each component of the Idaho Framework for Teaching Evaluation.

Individualized Professional Learning Plan
Examples of Relevant Evidence:
☐ Documentation and evidence of the Individualized Professional Learning Plan embedded into preparation.

2.2 Clinical Partnerships

The Partnership Benefits of the Program and Clinical Partner
Examples of Relevant Evidence:
☐ Written agreements or memoranda of understanding (MOUs) between the educator preparation provider and Local Education Agencies (LEAs) that document partnerships.
☐ Data or reports on how these partnerships contribute to the quality of clinical placements (e.g., feedback from cooperating teachers, school administrators, or students).
☐ Evidence of regular communication and collaboration between the preparation provider and LEAs to ensure high-quality clinical experiences.
☐ Data collection and analysis tools that show collaboration between the EPP and clinical partners.
☐ Reports or documentation on how data is tracked, analyzed, and used to improve the partnership and candidate progress.

EPP Faculty, Clinical Supervisors, and Mentor Teachers Work Together to Evaluate Candidate Progress
Examples of Relevant Evidence:
☐ Evidence of shared expectations for candidate performance, including assessment instruments used across both the EPP and clinical partners.
☐ Meeting minutes, action plans, and feedback mechanisms demonstrate how all parties collaborate to evaluate candidate progress.

Standard Three: Candidate Assessment and Support

3.1 Admission Standards for Academic Achievement and Ability

Program Entry Requirements
Examples of Relevant Evidence:
☐ A written admission policy that defines specific, measurable criteria for entry into the program.
☐ Evidence of published minimum academic standards (e.g., GPA, standardized test scores, relevant coursework) for admission, ideally detailed in a program handbook or on the program's website.
☐ Selection process documentation, including how academic achievement and ability are evaluated (e.g., review of transcripts, letters of recommendation, interview requirements, or assessments).
☐ Evidence of consistency in applying the criteria across all applicants.
☐ A sample admissions packet or application form.
☐ Documentation showing the program's criteria for academic achievement, such as minimum GPA, test scores, or prerequisite courses.
☐ Admission committee minutes or reports showing that the standards are applied consistently.
☐ Written policies outlining the specific criteria and processes used to offer conditional acceptance for candidates who do not meet all minimum admission standards.
☐ Clear, rigorous alternative criteria for conditional acceptance (e.g., additional assessments, professional experience, interviews, or performance in prerequisite coursework).
☐ Detailed tracking mechanism that shows how the EPP monitors and evaluates the success of teacher candidates who are admitted conditionally.

Conditional Progress and/or Acceptance

Examples of Relevant Evidence:

- Data showing outcomes of candidates admitted under conditional acceptance, such as progression through the program, academic success, and whether the conditional acceptance criteria were effective in ensuring candidate success.
- A formal admissions policy document showing how conditional acceptance is applied.
- Records or reports on how candidates were admitted conditionally are tracked throughout the program (e.g., grade tracking, mentor reviews).
- Outcome data showing the performance of conditional candidates compared to those admitted without conditions (e.g., GPA progression, completion rates, or feedback from program faculty on performance).

3.2 Monitor and Support Progress

System Used to Monitor and Provide Feedback to Teacher Candidates

Examples of Relevant Evidence:

- Descriptions or examples of assessments used (e.g., coursework, performance evaluations, classroom observations, portfolios, or standardized assessments).
- A timeline or schedule of assessments throughout the program.
- Technology platforms or software used for tracking and monitoring candidate progress.
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Candidate Performance Drives Preparation and Support

Examples of Relevant Evidence:

- Documentation showing how the provider uses candidate assessment results (such as grades, performance evaluations, and skill assessments) to tailor support and interventions.
- Examples of how assessment data influences decisions regarding additional tutoring, mentoring, workshops, or other support services.
- Evidence of how results are communicated to candidates, including actions taken based on performance (e.g., additional assignments, academic counseling, or mentoring).
- Clear criteria or benchmarks established to evaluate whether candidates are progressing toward proficiency (e.g., rubric criteria, milestone achievements).
- Evidence that candidates are assessed against these criteria throughout the program, showing documentation of progression at key checkpoints.
- Examples or case studies where candidates who are not meeting progression criteria are identified.
- Documentation of how candidates not progressing are counseled, such as meetings or formal communications, outlining the support provided or decisions made (e.g., dismissal, referral to alternative programs).
- Policies or procedures related to candidate dismissal or remediation plans for those failing to meet expectations.
- Written protocols or examples of actions taken when a candidate is identified as not progressing (e.g., remediation plans, individual development plans, targeted academic support).
- Documentation showing how the program helps candidates who are struggling (e.g., additional mentoring, tutoring, or intervention measures).
- Records that show the provider's process for counseling candidates who do not meet progression criteria, including any documented meetings, discussions, or recommendations made to the candidate.

- Evidence of any formal exit procedures when candidates are not progressing (e.g., documented exit interviews, final evaluations, or program withdrawal documentation).
- Records that show the provider's process for counseling candidates who do not meet progression criteria, including any documented meetings, discussions, or recommendations made to the candidate.
    - Evidence of any formal exit procedures when candidates are not progressing (e.g., documented exit interviews, final evaluations, or program withdrawal documentation).

3.3 Recommendation for Certification

Certification is Based on Candidate's Demonstrated Performance of Readiness for Day One by Meeting Performance Criteria Set by the EPP

Examples of Relevant Evidence:
- A documented list of the specific pedagogical and content competencies that are expected for certification (e.g., subject matter knowledge, teaching strategies, classroom management).
- The criteria for certification must align with Idaho's certification regulations and demonstrate the EPP's understanding of what constitutes readiness for a teaching role.
- Data on candidate performance showing how they meet the required competencies. This can include:
    - Performance assessments, such as scores or evaluations from student teaching or clinical practice.
    - Evidence from portfolio assessments that reflect candidates' teaching practices, lesson plans, reflections, and assessments.
    - Feedback from mentor teachers, cooperating teachers, or field supervisors who evaluate the candidate's readiness in real classroom settings.
- Specific examples or rubrics that demonstrate how the candidate's performance aligns with the expectations set forth by the state for the area of certification and endorsement.
- Coursework and program assessments that demonstrate mastery of the subject matter relevant to the certification (State Board of Education approved content assessment).
- Documentation of the process for determining whether candidates are ready for certification, including the decision-making process of faculty or program officials involved in the recommendation.

Institutional Recommendation
Examples of Relevant Evidence:
- Documentation that the institution's educator preparation program is state-approved.
- Evaluation reports showing that completers receive "basic" or higher ratings in all components of the approved teaching evaluation framework.
- Evidence of individualized professional learning plans for each candidate.
- Documentation of student achievement or success that correlates to teacher candidate effectiveness (e.g., student performance data, standardized test results).
- Evidence of candidates' ability to create learning objectives (e.g., lesson plans, unit plans).
- Official recommendation for state certification of teacher candidates, indicating that they meet all necessary qualifications.

Standard Four: Continuous Program Improvement

4.1 Completer Data

Annual Performance Measures (Pedagogical Knowledge, Content Knowledge, Completer Effectiveness of Professional Practice, Persistence in an Idaho Local Education Agency)

Examples of Relevant Evidence:

- Specific examples or summaries showing how the data is used to inform program improvements (e.g., curriculum changes or professional development opportunities).
- Reports or presentations detailing the analysis process, highlighting trends, strengths, and areas for improvement based on the data.
- Clear connections between identified gaps or strengths in pedagogical knowledge and subsequent actions taken by the provider (e.g., adjustments to instructional strategies or curriculum).
- Documentation of how the data is analyzed, including any tools, methods, or frameworks used for evaluation (e.g., analyzing scores, comparing pre- and post-assessment results).
- Examples of how the analysis led to changes in content instruction or preparation, such as modifications to course syllabi, teaching strategies, or mentoring practices.
- Analysis of this data to assess the effectiveness of graduates in real-world professional settings.
- Actionable insights that demonstrate how the provider uses the analysis to enhance its program, such as refining field experience placements, revising mentoring structures, or introducing new professional development initiatives.
- Examples of continuous feedback loops where data is regularly gathered, analyzed, and used to guide improvements in teacher preparation.
- Analysis of the data to identify patterns or trends in teacher retention (e.g., retention rates by region, school type, or subject area).

4.2 Internal and External Stakeholder Engagement

Engage Stakeholders in Program Design, Evaluation, and Improvement

Examples of Relevant Evidence:

- Records of which stakeholders (e.g., employers, school leaders, alumni) are regularly involved, including their roles and contributions, to show that the group is representative.
- Evidence of structured surveys, focus groups, interviews, or other tools used to gather input from stakeholders about program design, strengths, and areas for improvement.
- Examples of how stakeholders (such as employers or practitioners) were consulted during the creation or revision of the curriculum, course content, field experiences, or assessment plans. This could include formal recommendations or evidence of collaboration.
- Evidence of partnerships with schools, districts, or other community organizations that actively inform the program's focus areas, course offerings, or student placements.
- Examples of how stakeholder feedback has been used in program evaluations (e.g., annual or biennial assessments of program effectiveness). This could include external evaluations, student outcome data, or feedback on how well the program prepares candidates for the profession.
- Examples of how stakeholder feedback has directly led to program improvements, such as curriculum changes, new field experience requirements, or alterations in teaching methods.
- Evidence that the provider not only collects stakeholder feedback but also implements changes in response to it. For example, a report showing adjustments to the program based on stakeholder concerns, followed by updated policies or teaching practices.
- Demonstration that stakeholder engagement is ongoing, rather than a one-time event. This could include an annual or bi-annual cycle of review and adjustment based on stakeholder input.
- Documentation of how stakeholder suggestions from previous engagement cycles have been tracked and revisited, showing the ongoing nature of program refinement.

☐   Evidence showing that stakeholders come from a broad range of backgrounds (e.g., different geographic areas, school types, employer types) to ensure comprehensive program evaluation and relevance.

☐   Clear descriptions of stakeholder roles, demonstrating that the provider identifies appropriate stakeholders for each aspect of the program, such as employers for job market alignment, community partners for cultural relevance, or alumni for long-term program impact.

4.3 Continuous Improvement

Data Collection Process

Examples of Relevant Evidence:

☐   Provide records or detailed descriptions of the system used for collecting data on program quality. This could include reports, policies, or processes showing that the program gathers data regularly (e.g., surveys, evaluations, assessments).

☐   Evidence that the program collects data on a yearly basis. For example, annual reports, data schedules, or meeting minutes discussing data collection.

☐   Provide a clear list of the types of data collected (e.g., feedback from students, faculty, stakeholders, learning outcomes, surveys of program effectiveness).

☐   Examples of the tools or instruments used to collect data (e.g., survey templates, assessment forms, digital data platforms, feedback mechanisms).

Provider's Process for Continuous Improvement Using Data-Driven Decision Process

Examples of Relevant Evidence:

☐   Provide examples of reports or documentation that demonstrate the provider's analysis of collected data, identifying program strengths and areas of improvement. These could be in the form of data summaries, dashboards, or statistical analyses.

☐   Provide records that show how the data analysis has led to specific actions or changes in the program. This might include action plans, modifications to curriculum, teaching strategies, or program structure.

☐   Documented changes made to the program because of the data analysis. For example, revised syllabi, updated teaching methods, new support services, or changes to student assessment practices.

☐   Evidence of how the provider engages stakeholders (e.g., faculty, students, external reviewers) in reviewing data and making decisions for improvement. This could include meeting minutes, feedback forms, or collaborative review sessions.