



**Idaho State
Board of Education**

Educator Preparation Provider State Review Guide
For review of approved Idaho educator preparation providers

EPP STATE REVIEW GUIDE

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INTRODUCTION

This document describes the process by which Idaho State Board approved educator preparation providers seek continuing approval for programs leading to initial certification. The staff of the Idaho State Board of Education (board staff) facilitates the state review process (review process) for Idaho state board-approved educator preparation providers (EPPs). The Idaho Standards for Educator Preparation Providers (provider standards) are used to review EPPs. The provider standards are available on the [Idaho State Board of Education's Website](#). The Program Review Rubrics for Educator Preparation Providers (program review rubrics) are used to evaluate each program and provider standard. The evaluation report scores provide the basis for the review team to determine their recommendation to the Idaho State Board of Education (State Board).

STATUTORY AUTHORITY AND REFERENCES

[Idaho Code 33-114](#): Supervision and control of the certification of professional education personnel is vested in the State Board. The Board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

[Idaho Code 33-1207A](#): The State Board shall review teacher preparation programs at the institutions of higher education.

[IDAPA 08.02.02.021](#): Idaho Educator Preparation Providers shall prepare candidates to teach in area(s) of endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel.

[State Board Policy IV.D.: Educator Preparation and Certification](#)

[IDAPA 08.02.02.015.01: Instructional staff certification requirements.](#)

[IDAPA 08.02.02.015.02: Pupil service staff certification requirements.](#)

[IDAPA 08.02.02.015.03: Administrator certification requirements.](#)

Payment Responsibilities for Educator Preparation Program Reviews

The Professional Standards Commission is responsible for Idaho educator preparation program reviews, including assigning responsibility for paying for program reviews.

- The Professional Standards Commission is responsible for all expenses for state team on-site educator preparation program reviews from its budget. (IDAPA 08.02.02.100.05a)
 - Requesting institutions pay for all other expenses related to on-site educator preparation program reviews, including all standards reviews. (IDAPA 08.02.02.100.05b)
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REVIEW TEAM

A review team is responsible for evaluating the EPP's programs for alignment to the provider standards. The length of a state review process may vary between three (3) to five (5) days to complete the process in its entirety. A review teams may include:

- EPP faculty and staff from Idaho educator preparation programs
- Local practicing K-12 educators with a valid and current educator certificate
- Local practicing K-12 administrators with a valid and current educator certificate
- Reading and content experts
- Retired K-12 educators
- Retired K-12 administrators
- Idaho Department of Education staff

A review team and lead are selected by the board staff. The review team lead would be responsible for distributing information to review team members, communicating with the educator preparation provider and board staff, keeping track of, and structuring various tasks and documents, overseeing the review team progress in collaboration with board staff, and sharing feedback with the educator preparation provider in collaboration with board staff. The review team will be trained by board staff as indicated in the Educator Preparation Provider State Review Guide for Review Teams.

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OVERVIEW OF THE REVIEW PROCESS

The review process consists of an initial planning phase and five phases:

0. Planning
1. Self-Study
2. Desk review, formative feedback, and addendum
3. On-site or virtual visit
4. Program evaluation report and optional rejoinder
5. Final recommendation

PHASE 0 – PLANNING

Planning and Pre-Visit Timeline

The review process includes a detailed planning phase that helps ensure an effective and efficient review. During the planning phase, board staff will work with the EPP to collect and organize evidence, determine logistics for the desk review and on-site/virtual visit. Table 1 details the major planning meetings and events. During the final month prior to the on-site or virtual visit, board staff will conduct ongoing monitoring and support for the EPP to confirm details.

Table 1. Review Timeline

PHASE 0					
Notice of Provider Review	Provider Organization Form	Planning Meeting 1	Provider Candidate Form	Planning Meeting 2	Planning Meeting 3
12 months prior to on-site/virtual visit	Due prior to planning meeting 1	10-11 months prior to on-site/virtual visit	Due prior to planning meeting 2	8-9 months prior to on-site/virtual visit	6-7 months prior to on-site/virtual visit
PHASE 1	PHASE 2	PHASE 3 (<i>As Applicable</i>)		PHASE 4	PHASE 5
Self-Study	Desk Review	Check-In Meeting	On-Site/Virtual Visit	Evaluation Report Meeting	Final Recommendations
Due 3 months prior to on-site/virtual visit	1-2 months prior to on-site/virtual visit	Prior to on-site/virtual visit	After the check-in meeting	After desk review and on-site/virtual visit	Evaluation Report is provided to the State Board

Notice of Provider Review

The Notice of Program Review (*Appendix A*) begins the review process. The Notice for Program Review occurs twelve (12) months prior to an on-site/virtual visit.

<p>The EPP will do the following:</p> <ul style="list-style-type: none"> • Confirm receipt of the Notice of Program Review and provide the following information: <ul style="list-style-type: none"> ○ The primary point of contact for board staff throughout the planning process (Phase 0). ○ The EPP staff who will attend planning meetings. 	<p>The board staff will do the following:</p> <ul style="list-style-type: none"> • Send a Notice of Program Review via electronic mail to the EPP. • Schedule three planning meetings, check-in meeting, on-site/virtual visit, and evaluation report meeting.
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Planning Meeting 1

The purpose of this planning meeting is to introduce the review process and to learn more about the EPP.

<p>In preparation for this planning meeting, the EPP will do the following:</p> <ul style="list-style-type: none"> • The EPP reviews the EPP State Review Guide and related documents and brings questions about this process to the meeting. • The EPP submits the completed Organization Form to the board staff prior to planning meeting 1. This form is used to communicate the organizational structure, contact information, and all endorsement program areas included in the review, and note any existing programs that the provider does not intend to continue. The board staff uses the information to identify ways in which the general review structure may need to be modified to fit the EPP’s specific needs. 	<p>During planning meeting 1, the board staff and the EPP will do the following:</p> <ul style="list-style-type: none"> • Establish protocols for communication. • Review the timeline and set tentative dates for: planning meetings, check-in meeting, on-site/virtual visit, and evaluation meeting. Confirm logistics to prepare for the desk review and on-site/virtual visit. • Review the completed Organization Form. • Discuss the process for assembling the review team and team lead. • Introduce and review the self-study framework along with how evidence will be organized and submitted. • Identify any innovative features or emerging practices.
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Planning Meeting 2

The purpose of this planning meeting is to provide an opportunity to focus on the self-study framework. After planning meeting 1, EPPs are responsible for beginning to prepare the self-study framework and for the on-site/virtual visit.

<p>In preparation for this planning meeting the EPP will do the following:</p> <ul style="list-style-type: none"> • The EPP submits the completed Candidate Experience Form prior to planning meeting 2. This form provides the data necessary for the review team to begin to understand the provider and its programs. • The EPP begins working on the self-study framework and collecting evidence. • The EPP prepares questions for the planning meeting 2. • The EPP starts tentative planning for the on-site/virtual visit. 	<p>During the planning meeting 2, board staff and the EPP will do the following:</p> <ul style="list-style-type: none"> • Confirm the dates for the following: planning meetings, check-in meeting, and on-site/virtual visit, and evaluation meeting. • Review the Candidate Experience Form. • Troubleshoot issues as needed. • Review tentative plans for the review team’s logistical needs for the on-site/virtual visit (onsite visit logistics: lodging, travel, meals, parking, and on-site meeting room). • Review progress on the self-study framework
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Planning Meeting 3

The purpose of this planning meeting is to finalize the details of the desk review and tentative on-site/virtual visit. In addition, progress on the self-study framework is reviewed.

<p>In preparation for this planning meeting the EPP will do the following:</p> <ul style="list-style-type: none"> • The EPP makes progress on the self-study framework and collects evidence. • The EPP prepares questions for planning meeting 3. • The EPP makes progress on a tentative plan for the on-site/virtual visit. 	<p>During the planning meeting 3, the board staff and the EPP will do the following:</p> <ul style="list-style-type: none"> • Review self-study framework progress • Review how evidence will be organized and submitted. • Review the review team’s logistical needs for the on-site/virtual visit (Onsite visit logistics: lodging, travel, meals, parking, and on-site meeting room).
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PHASE 1 – SELF-STUDY FRAMEWORK

The self-study framework will be reviewed in planning meeting 1. Evidence that validates the information presented in the self-study framework will be secured from different sources. The self-study framework and evidence are due three (3) months prior to on-site/virtual visit. The EPP will complete the self-study framework and gather evidence in an organized manner. The EPP may use the program review rubrics to guide the narrative and evidence collected. The completed self-study framework and evidence will be submitted to the board staff via Canvas. Board staff reviews the completed self-study for completeness. An incomplete self-study is returned to the EPP and resubmitted to board staff upon completion.

PHASE 2 –DESK REVIEW, FORMATIVE FEEDBACK, AND ADDENDUM

The review team lead will share the self-study framework with the review team, and the review team will conduct a desk review of the self-study framework materials using the appropriate program review rubric. The review team lead will lead the review process during phase 2 and phase 3. The review team lead will be a direct contact for communication between the EPP and review team in collaboration with board staff. Questions and evidence requests provided by the review team will be directed to the review team lead. The review team lead in collaboration with board staff will communicate these requests to the EPP. In turn, the EPP will provide the responses and evidence requested to the review team lead. The purpose of the desk review is to evaluate the provider and its programs to identify strengths, gaps, and potential deficiencies. The review team works to develop a comprehensive understanding of the EPP, and its programs based on the evidence made available to the review team. Through ongoing analysis and deliberations on the self-study framework and evidence, review teams develop judgments regarding the component evaluation ratings as articulated in the program review rubrics. The review team will complete a program review rubric for the appropriate program and provider standard along with compiling formative feedback. The evaluation ratings will be based on a wholistic preponderance of evidence. The evaluation ratings and formative feedback will be documented in the formative feedback report. The review team lead will share the preliminary evaluation results with the board staff. Board staff will share the formative feedback report with the EPP.

A formative evaluation report that does not include any components ratings of “do not meet expectations” will move the review team into writing the evaluation report. A formative evaluation report that does include ratings of “do not meet expectations” will prompt an on-site/virtual visit. The EPP can respond to the formative feedback report provided via an addendum. The addendum may include a narrative and additional evidence or artifacts.

PHASE 3 – ON-SITE/VIRTUAL VISIT AS APPLICABLE

Phase 3 is required if there are any ratings of “do not meet expectations” in the formative feedback report. The on-site/virtual visit is structured to allow reviewers adequate time to engage with EPP faculty, staff, and candidates. The blocks of time for gathering data are balanced with time for reflection, analysis, and evidence-based judgment. The EPP is responsible for ensuring that reviewers have access to the materials, resources, and other information throughout the on-site/virtual visit. The EPP leadership will designate a liaison to the review team during the on-site/virtual visit. A check-in meeting will be conducted prior to the on-site/virtual visit.

On-Site/Virtual Visit Check-In Meeting

The purpose of this check-in meeting is to conduct ongoing monitoring and support. The EPP may address gaps or deficiencies identified from the desk review during the on-site/virtual visit. This monitoring and support include a check-in meeting prior to the visit to troubleshoot any issues.

<p>In preparation for this planning meeting the EPP will do the following:</p> <ul style="list-style-type: none">• The EPP contact(s) will have the necessary documents on hand and reviewed for the meeting:<ul style="list-style-type: none">○ Provider’s completed self-study framework○ Formative feedback report○ EPP state review guide○ Plan for the on-site/virtual visit (Interviews, additional evidence, on-site visit logistics: lodging, travel, meals, parking, and on-site meeting room).	<p>During the call, the board staff and the EPP will do the following:</p> <ul style="list-style-type: none">• EPP staff, board staff, and review team lead review gaps and deficiencies indicated in the formative feedback report and identify areas of focus for the on-site/virtual visit.• Troubleshoot the process as needed and review the process for the on-site/virtual visit.• Confirm plans for the on-site/virtual visit
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Immediately Prior to the On-Site/Virtual Visit

The board staff will work closely with the EPP to complete the necessary preparations and arrangements for the on-site/virtual visit.

<p>In preparation for this meeting the EPP will do the following:</p> <ul style="list-style-type: none"> • Confirm plan for the on-site/virtual visit (Interviews, additional evidence, on-site visit logistics: lodging, travel, meals, parking, and on-site meeting room). 	<p>Immediately Prior to the on-site visit, board staff and the EPP will do the following:</p> <ul style="list-style-type: none"> • Share any last-minute logistical challenges that may impact the on-site/virtual schedule. • The board staff will communicate the on-site/virtual finalized plans (Interviews, additional evidence, on-site visit logistics: lodging, travel, meals, parking, and on-site meeting room) with the review team.
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The board staff and review team lead will work with the EPP liaison to address questions, request any additional evidence, or make modifications to the visit schedule to address issues that may arise.

Table 2. Sample On-Site Visit Schedule

Day One: On-Site/Virtual Visit
1. Welcome from EPP
2. Review Team Time
3. Interviews: Program and Content Faculty
4. Interviews: Candidates and Completers
5. Review Team Time
6. Interview: Educator Preparation Provider Leadership
7. Debrief with the EPP
8. Review Team Deliberations

Table 2, the sample on-site visit schedule, illustrates the key pieces of the on-site/virtual visit. The sample on-site/virtual visit schedule serves as a starting point in designing the structure of an on-site/virtual visit, but each EPP will collaborate with board staff during the planning process to prepare a detailed on-site/virtual visit schedule.

The review team will have blocks of time for team discussion and analysis of additional evidence provided during the on-site/virtual visit along with evidence supplied in the self-study. The review team will debrief as a team upon completion of the interviews and receiving any additional requested evidence from the EPP. The review team will make their final deliberation for each program and provider standard using the appropriate program review rubric.

Definitions
<p>Welcome Meeting</p> <p>The on-site/virtual portion of the visit begins with a brief meeting with EPP leadership. At this meeting, representatives from the leadership can welcome the review team. The review lead will provide an overview of the visit.</p>
<p>Team Time</p> <p>During team time, the review team reviews evidence supplied in the self-study and additional evidence supplied during the on-site/virtual visit, discusses other evidence gathered through interviews, and identifies where additional information is needed. The EPP must secure a team time space for the duration of the on-site visit. The EPP staff may not enter the team room/virtual meeting without first checking with the review team lead.</p>
<p>Interviews</p> <p>Reviewers collect first-hand evidence on the quality of the program and candidate progress through interviews. The data gathered during interviews deepens the reviewers' understanding of the EPP and its programs. Table 3 details a sample of the typical interviews conducted during an on-site/virtual visit and the priority, focus, and participant list for each. The board staff, review team lead, and the EPP will coordinate the number of participants for each interview. The EPP should recruit participants early in the process and make arrangements as needed so that participants can attend. If the EPP learns that someone cannot attend, the EPP and board staff should work together to find an alternative.</p>

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Table 3. Sample of Typical Interviews Conducted During an On-Site/Virtual Visit

Educator Preparation Provider Interviews		
Interview	Focus	Possible Participants
Candidates	<ul style="list-style-type: none"> Provider Standards Address or confirm gaps and potential deficiencies 	<ul style="list-style-type: none"> 1-2 Candidates who are early, midway, and late in their program.
Program Completers	<ul style="list-style-type: none"> Provider Standards Address or confirm gaps and potential deficiencies 	<ul style="list-style-type: none"> 2-3 Program Completers
Program and Content Faculty	<ul style="list-style-type: none"> Provider Standards Address or confirm gaps and potential deficiencies 	<ul style="list-style-type: none"> 1-3 Program Faculty
EPP Leadership	<ul style="list-style-type: none"> Provider Standards Address or confirm gaps and potential deficiencies 	<ul style="list-style-type: none"> 1-2 Educator Preparation Provider Leadership Faculty

On-Site/Virtual Visit Evidence Collection Process

During the interviews, reviewers often build on specific pieces of written evidence made available to the team. The opportunity to ask questions based on the desk review and on-site/virtual visit evidence also affords the opportunity to clarify information and develop a deeper understanding of evidence provided through the desk review and on-site visit evidence submission. Each evidence source within the on-site/virtual visit portion of the review provides data that will inform reviewers' evaluation of the EPP, and its programs. Collectively, reviewers consider all evidence to determine ratings on the program review rubrics. Although no single piece of the data is the basis of a decision, the data gathered

through the interviews and the on-site/virtual visits play an important role in either confirming or disconfirming preliminary analysis based on written evidence. As the on-site/virtual visit portion of the review progresses, the various data sources help to verify earlier conclusions and may clarify any concerns that surface in the desk review. Review teams use the opportunities for interaction during the on-site/virtual visit to sort out conflicting evidence and to gather sufficient data to make valid judgments on each component. Through interviews and on-site/virtual visits, the review team identifies patterns and reaches conclusions with a higher degree of confidence. The triangulation of evidence enables the review team to assess accurately the overall effectiveness of the EPP and its programs, clearly identify strengths and areas of improvement or stipulations, and discern precise actions to support recommendations for continuous improvement.

PHASE 4 – EPP STATE REVIEW EVALUATION REPORT, MEETING, OPTIONAL REJOINDER

At the conclusion of the desk review and on-site/virtual visit as applicable, the review team will complete the EPP state review evaluation report. The review team lead and board staff will conduct an evaluation meeting with the EPP leadership staff and the EPP will have the option to submit a rejoinder if the EPP deems it applicable.

Scoring

Based on the scoring and the preponderance of evidence, review team members assign one approval rating and review term.

Table 4. Scoring

Provider Approval Rating	Provider Review Term	Provider Evaluation
Full Approval	Seven (7) Years	The provider received no stipulations.
Approval with Stipulations	Three (3) Year Mid-Cycle Review	The provider received stipulations.
Non-Approval	Non-Renewal	The provider did not rectify the stipulations at three-year mid-cycle review and may be recommended for non-approval.

Definitions:

- Stipulations:** Stipulations describe serious deficiencies in meeting the Provider Standards and/or components and must be brought into compliance to continue state approval.
- Areas for Improvement:** A statement written by a review team that identifies a weakness in the evidence for a component or a standard. A single AFI is usually not of sufficient severity that leads to an unmet standard. Areas for improvement should be rectified by the next state review.

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Approval with Stipulations and Non-Approval

Providers that are recommended for the assignment of “approval with stipulations” are required to address the identified stipulations reported by the review team at the next three (3) year mid-cycle review. The EPP state review evaluation report, new evidence, narrative, and additional documentation targeting the identified stipulations will be reviewed by a review team at this three (3) year mid-cycle review. At the time of this three (3) year mid-cycle review, the review team will measure progress specifically addressing the stipulations by using the program review rubrics. The review team will report the progress through the same report development process identified in the EPP state review guide.

Providers that are recommended for the assignment of “non-approval” demonstrate unsatisfactory assessment and may no longer merit provider approval. Upon the confirmation of the State Board’s approval for “non-approval,” candidates currently enrolled with the provider are still eligible for certification in Idaho as long as the program is completed within a two-year period from the State Board’s decision of “non-approval.” No new candidates may be admitted to a provider that is not approved.

EPP State Review Evaluation Report Development

The review team develops an EPP state review evaluation report based on the review team’s evaluation of the EPP and its programs. This evaluation report includes three sections: Provider recommendation, summary of Idaho Standards for Educator Preparation Providers, and rubric results by provider standard. The report development process is as follows:

1. Formative feedback is provided to the EPP after the desk review is completed via the formative feedback report. The EPP may submit an addendum in response to the findings communicated from the desk review. The on-site/virtual visit is completed as applicable.
2. The EPP state review evaluation report is completed by the review team and is provided to the EPP upon completion of the formative feedback and on-site/virtual visit as applicable. The EPP may submit an optional rejoinder in response to the findings communicated from this report. The recommendation listed in this evaluation report is tentative as the State Board makes the final determination.
3. The EPP reviews the EPP state review evaluation report for factual accuracy and returns it to the board staff within two weeks of receipt.
 - a. Note: The EPP may request corrections for any factual inaccuracies within the evaluation review report but may not challenge the review team’s approval rating and review term recommendation.
 - i. A factual error may include incorrect data, misspelled names, and/or other technical inaccuracies.
 - b. Providers may challenge the approval and review term decisions via the State Board’s appeal process.
4. The State Board makes the final determination.
5. The board staff communicates the decision on the EPP’s program approval rating and review term.
 - a. The EPP state review evaluation review report will be published on the Idaho State Board of Education website.

EPP State Review Evaluation Meeting and Optional Rejoinder

Board staff will coordinate an EPP state review evaluation meeting with the EPP’s leadership and/or other institution leadership as determined by the institution after the desk review and the on-site/virtual visit as applicable.

<p>Before the Meeting: The board staff and the EPP will discuss who should be included in the EPP state review evaluation meeting. A supervisor of the dean, dean, director, or chair who leads all educator preparation programs is encouraged to attend this evaluation meeting.</p>	<p>During the Meeting: The board staff and the review team lead will conduct the EPP state review evaluation meeting and follow the EPP state review evaluation meeting protocol (<i>Appendix B</i>). The review team lead will share the review team’s findings.</p>	<p>After the Meeting: The EPP may submit an optional rejoinder to address any stipulations within two weeks of this evaluation meeting. A different review team will be assembled to review the rejoinder. This different review team will make a recommendation to accept or reject the rejoinder. The findings will be provided to the board staff, communicated to the EPP, and included with the EPP state review evaluation report.</p>
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PHASE 5 – FINAL RECOMMENDATION

A final program evaluation report is shared with the EPP and the State Board. This evaluation report is the final recommendation to the State Board. The recommendation will be considered by the State Board at the next available state board meeting. **The State Board makes the final determination.** Board staff will notify the EPP of the date the State Board will meet to consider the review team’s recommendation. Board staff will notify the EPP via electronic letter of the State Board’s determination.

APPEAL PROCESS

Any EPP wishing to appeal a program approval rating and/or review term decision can submit a written appeal to board staff. The board staff will submit the written appeal to the State Board. The appeals process approved by the State Board of Education will be followed. The State Board Appeal Process may be found here: [I.L. - Appeal Procedures | Idaho State Board of Education](#).

- The board staff will notify the EPP of the appeal decision.
 - If a provider or program is not approved, candidates currently enrolled in the program are still eligible for certification in Idaho as long as the program is completed within a two-year period from the State Board’s decision of non-approval. No new candidates may be admitted to a program that is not approved.
 - If the State Board issues a non-approval rating for a program, the provider may submit a new program application that will follow the new program approval process.
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SUPPORT FOR CONTINUOUS IMPROVEMENT

After this review process, board staff are available to work with EPP leadership to develop a mutual understanding of strengths and areas for improvement and how to put the EPP State review evaluation report’s recommendations into action. This support may include a focused discussion of the findings of EPP state review evaluation report, a collaborative review of program areas strengths and areas for improvements and developing action plans for improvement. Between provider state review cycles, the EPP should continue to engage in their own ongoing continuous improvement efforts. While the board staff uses the provider review process as approved by the State Board to ensure that EPPs meet an acceptable standard of quality, the EPP should develop and cultivate regular self-assessment practices. The annual performance measures report provides a source of data that the EPP can use to inform their continuous improvement efforts.

CONCLUSION

The review process seeks to support EPPs in preparing future educators to positively impact K-12 student learning and development, to be effective learner-ready educators from day one, and to serve as leaders and professionals in their school communities. The review process supports these goals through this efficient, collaborative means that emphasizes program strengths and results in precise, actionable recommendations for improvement and continuous growth.

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APPENDIX A

Notice of Program Review

[Name of Board Staff Member]
Educator Effectiveness Program Manager
Office of the Idaho State Board of Education
650 West State Street 3rd Floor
Boise, Idaho 83702

[Educator Preparation Provider]
[Educator Preparation Provider Address]
[Date]

Dear [Educator Preparation Provider],

Please accept this letter as formal notice for a [Fall/Spring] [year] state review. Your educator preparation provider and its programs will be reviewed through a desk review and an on-site/virtual visit. A planning meeting will be scheduled to begin planning for your state review. In order to schedule this first planning meeting, please review the dates and times listed below. Please respond with three (3) dates and times for the first planning meetings that will work best for you.

- Date/Time
- Date/Time
- Date/Time
- Date/Time
- Date/Time

Our board staff looks forward to confirming the [Fall/Spring] [year] state review and on-site/virtual visit.

Sincerely,

[Signature of Board Staff Member]

[Name of Board Staff Member]
Educator Effectiveness Program Manager
Office of the Idaho State Board of Education
650 West State Street 3rd Floor Boise, Idaho 83702
[Phone Number]
[Email]

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APPENDIX B

EPP State Review Evaluation Meeting Protocol

EPP State Review Evaluation Meeting Protocol: Purpose and Procedure

An important element in the EPP state review process is the emphasis on the responsibility of EPP leadership to assure the quality of educator preparation in Idaho. This document clarifies the purpose and procedures for the EPP state review evaluation meeting.

Purpose: The purpose of the EPP state review evaluation meeting is to provide feedback from the desk review and on-site/virtual visit as applicable to the EPP. During the EPP state review evaluation meeting, the review team lead reports out results in the EPP state review evaluation report.

PROCEDURE:

Who may attend?

- Board staff
- EPP dean
- EPP director
- Institutional leadership (optional)
- Review team lead

When and where does the EPP state review evaluation meeting take place?

The EPP state review evaluation meeting occurs at the conclusion of the desk review and on-site/virtual visit as applicable. The EPP state review evaluation meeting is scheduled for thirty (30) – sixty (60) minutes depending on the number of programs reviewed.

What occurs during the EPP state review evaluation meeting?

The EPP state review evaluation meeting begins with brief welcome, comments, and introductions. The review team lead reports the review team's findings. The EPP has the opportunity to converse with the review team lead and board staff. The EPP state review evaluation meeting ends with concluding remarks. The EPP is able to submit an optional rejoinder upon the conclusion of this meeting.

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APPENDIX C

Organizational Structure Form (Due by Planning Meeting 1)

Contact Information: In the chart below provide key contact information.

Educator Preparation Provider Name and Address:	
Educator Preparation Provider Phone Number:	
Educator Preparation Provider Website:	
Name of College or University President:	
Educator Preparation Provider Organizational Type (Traditional, Non-Traditional, Public, Non-Public)	
Name of Dean/Director:	
Dean/Director Direct Phone Number:	
Dean/Director Email:	

Programs Offered: In the chart below, list each of the certificate/endorsement programs you currently offer as an undergraduate, graduate, and/or non-degree program. In parentheses following each listing, denote the number of candidates that are currently enrolled in each of the programs.

Standard Instructional Certificate

Endorsement Program	Undergraduate	Graduate	Non-Degree	Discontinued (Year)
All Subjects (K-8)				
American Government/Political Sci. (5-9 or 6-12)				
Bilingual Education (K-12)				
Biological Science (5-9 or 6-12)				
Chemistry (5-9 or 6-12)				
Communication (5-9 or 6-12)				
Computer Science (5-9 or 6-12)				
Early Literacy (K-3)				
Earth and Space Science (5-9 or 6-12)				
Economics (5-9 or 6-12)				
Engineering (5-9 or 6-12)				
English				

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(5-9 or 6-12)				
English as a Second Language (ESL) (K-12)				
Geography (5-9 or 6-12)				
Geology (5-9 or 6-12)				
Health (5-9, 6-12 or K-12)				
History (5-9 or 6-12)				
Humanities (5-9 or 6-12)				
Journalism (5-9 or 6-12)				
Literacy (K-12)				
Mathematics (6-12)				
Mathematics – Middle Level (5-9)				
Music (5-9, 6-12 or K-12)				
Natural Science (6-12)				
Online-Teacher (K-12)				
Physical Education (PE) (5-9, 6-12, or K-12)				
Physical Science (5-9 or 6-12)				
Physics (5-9 or 6-12)				
Psychology (5-9 or 6-12)				
Science – Middle Level (5-9)				
Social Studies (6-12)				
Social Studies – Middle Level (5-9)				
Sociology (5-9 or 6-12)				
Sociology/ Anthropology (5-9 or 6-12)				
Teacher Librarian (K-12)				
Theater Arts (5-9 or 6-12)				

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Visual Arts (5-9, 6-12 or K-12)				
World Language (5-9, 6-12 or K-12)				
Chinese				
French				
German				
Japanese				
Latin				
Russian				
Spanish				
Blended Early Childhood Education/ Early Childhood Special Education (Birth – Grade 3)				
Blended Elementary Education/ Elementary Special Education (Grade 4-Grade 6)				
Blind/Low Vision (K-12)				
Deaf/Hard of Hearing (K-12)				
Early Childhood Special Education (Pre-K-3)				
Exceptional Child Education (K-8, 6-12, or K-12)				
Gifted and Talented (K-12)				
Teacher Leader – Instructional Specialist				
Teacher Leader- Instructional Technology				
Teacher Leader – Literacy				
Teacher Leader – Mathematics				
Teacher Leader – Special Education				

Pupil Service Staff Certificate

Endorsement Program	Undergraduate	Graduate	Non-Degree	Discontinued (Year)
Audiology				
Occupational Therapist				
Physical Therapist				
School Counselor				

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(K-12)				
School Counselor – Basic (K-12)				
School Nurse				
School Psychologist				
School Social Worker				
Speech-Language Pathologist				

Administrator Certificate

Endorsement Program	Graduate	Non-Degree	Discontinued (Year)
Director of Special Education (Pre-K-12)			
School Principal (Pre-K-12)			
Superintendent (Pre-K-12)			

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APPENDIX D

Candidate Experience Form (Due by Planning Meeting 2)

Significant Differences

Provide a list of significant program differences (Pass rate, assessment, methods, etc.)

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Innovative Features

Innovative Features: Use the space below to describe one or two innovative features of your programs.

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Special Features/Terms and Additional Information

Special Features/Terms and Additional Information: If there are features unique to your program, including unique terms, that your team uses please include them here. Also share any additional information that you believe is critical to support reviewers in understanding you as a provider.

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