Idaho State Board of Education

Initial Educator Preparation Provider Approval Process Checklist and Rubrics

TABLE OF CONTENTS

Initial Educator Preparation Provider Application Checklist

<table>
<tr><td colspan="4" align="center">**Initial Educator Preparation Provider Application Checklist**</td></tr>
<tr><td>**Application Component**</td><td align="center">**Data Element**</td><td>**Complete**</td><td>**Incomplete**</td></tr>
<tr><td rowspan="3">**Part 1: Contact Information**</td><td>Contact Information</td><td></td><td></td></tr>
<tr><td>List of certification type being sought</td><td></td><td></td></tr>
<tr><td>List endorsement type being sought</td><td></td><td></td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>**Application Component**</td><td align="center">**Data Element**</td><td>**Completed**</td><td>**Incomplete**</td></tr>
<tr><td rowspan="6">**Part 2: Demonstration of Need**</td><td>Demonstration of need</td><td></td><td></td></tr>
<tr><td>Candidate recruitment</td><td></td><td></td></tr>
<tr><td>EPP and program design</td><td></td><td></td></tr>
<tr><td>Accreditation status</td><td></td><td></td></tr>
<tr><td>Efficacy and quality</td><td></td><td></td></tr>
<tr><td>Sustainability</td><td></td><td></td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>**Application Component**</td><td align="center">**Data Element**</td><td>**Complete**</td><td>**Incomplete**</td></tr>
<tr><td rowspan="8">**Part 3: EPP and Certificate Endorsement Program Requirements**</td><td>Overview of program</td><td></td><td></td></tr>
<tr><td>Candidate experience</td><td></td><td></td></tr>
<tr><td>Assessment system overview</td><td></td><td></td></tr>
<tr><td>Evaluation of candidate during clinical experience</td><td></td><td></td></tr>
<tr><td>Impact on student learning</td><td></td><td></td></tr>
<tr><td>Clinical partnership information</td><td></td><td></td></tr>
<tr><td>Implementation plan</td><td></td><td></td></tr>
<tr><td>Course syllabi</td><td></td><td></td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>**Application Component**</td><td align="center">**Data Element**</td><td>**Complete**</td><td>**Incomplete**</td></tr>
<tr><td>**Part 4: Signatures**</td><td>Signatures</td><td></td><td></td></tr>
<tr><td colspan="4"></td></tr>
</table>

Initial Educator Preparation Provider Application Rubrics and Scoring

The initial educator preparation provider application rubrics (initial EPP application rubrics) below are used to determine if the initial educator preparation provider application (initial EPP application) adequately meets the state requirements as indicated in the initial EPP approval guide and application (initial EPP approval guide and application). The scoring that is used is indicated below.

Initial Educator Preparation Provider Application Rubric and Scoring		
Application Component	**Rubric**	
Part 1: Contact Information and Program Request		

Criteria	Exemplary (4)	Needs Improvement (1)
Contact Information	Complete and accurate contact information is provided.	Contact information is inaccurate or incomplete.
Certification Type	Complete and accurate lists of all certification types being sought.	Certification types are inaccurate or incomplete
Endorsement Type	Complete and accurate lists of all endorsement types being sought.	Endorsement types are inaccurate or incomplete.

Scoring:
A scoring of Exemplary (4) meets the minimum requirement.

Exemplary (4)	Needs Improvement (1)

Part 2: Demonstration of Need

Criteria	Exemplary (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Demonstration of Need	Clear, detailed, and well-researched justification for the program's necessity, backed by quantitative and qualitative data, literature, and stakeholder input.	Well-articulated rationale supported by solid data and relevant context.	The need for the program is described but lacks strong supporting evidence or comprehensive context.	The need for the program is unclear or poorly supported by evidence.
Candidate Recruitment	Comprehensive strategy addressing recruitment sources, and robust outreach efforts. Clear metrics for success.	Good recruitment strategy with targeted outreach.	Recruitment strategy is basic and may overlook some important sources.	Limited or unclear recruitment strategy with minimal outreach efforts.

		Exemplary (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
	EPP and Program Design	Program design is highly aligned with evidence-based best practices, addressing all program requirements. Clear learning outcomes, activities, and assessments are provided.	The program design is aligned with best practices but lacks detailed evidence on some elements. Learning outcomes and assessments are addressed.	The program design lacks clarity or some components are weak, and evidence of alignment with best practices is limited.	Program design is not aligned with best practices or missing critical components.
	Accreditation Status	Program is accredited by a recognized accreditor with clear evidence of compliance and commitment to maintaining standards.	Program is accredited, but the evidence of commitment to continuous improvement may be limited.	Program is in the process of accreditation with unclear evidence of maintaining standards.	Program is not accredited, or accreditation is not maintained.
	Efficacy and Quality	Detailed metrics for measuring program success, demonstrating positive impact on learners and stakeholders. Evidence of continuous improvement and outcomes.	Good evidence of program efficacy, with solid outcomes and success metrics. Some room for improvement in measuring impact.	Evidence of program success is somewhat limited, with few defined metrics or success indicators.	Lack of clear evidence of efficacy or measurable outcomes.
	Sustainability	Well-developed plan for sustainability, including funding sources, support, impact. Strong strategies for adapting to needs.	Solid plan for sustainability, some areas may need further development. Evidence of long-term planning.	Basic sustainability plan that lacks depth in financial planning or long-term adaptability.	No clear plan for sustainability or lacking critical elements like financial backing or support.

Scoring:
A scoring of Good (3) meets the minimum requirement.

Exemplary (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)

Part 3: EPP and Certificate Endorsement Program Requirements	Criteria	Exemplary (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
	Overview of Program	Provides a comprehensive and clear overview, including goals, structure, and outcomes.	Provides a solid overview with most key details, but some areas are not fully elaborated.	Overview is basic and lacks important details.	Overview is unclear or missing critical information.
	Candidate Experience	Clearly describes a positive, engaging, and supportive experience with comprehensive details on structure, guidance.	Describes candidate experience with most elements of engagement and support, but some details are lacking.	Mentions candidate experience but lacks specifics about engagement, support, or opportunities.	Limited or unclear description of candidate experience.
	Assessment System Overview	Detailed explanation of the assessment system, including types, tools, and criteria for evaluation.	Clear description of assessment system with some minor gaps in tool or criteria details.	Provides an overview but lacks clarity or details about assessment types and tools.	Assessment system is unclear or missing key components.
	Evaluation of Candidate During Clinical Experience	Comprehensive methods for evaluating candidates during clinical experience, including feedback and progress tracking.	Clear evaluation methods but may lack some depth in feedback or progress tracking.	Basic evaluation methods are mentioned but lack specific examples of feedback or tracking.	Evaluation methods are vague, missing, or insufficiently detailed.
	Impact on Student Learning	Provides a clear, detailed connection between program and student learning outcomes, with evidence of effectiveness.	Describes the impact on student learning with clear links, though may lack full evidence of effectiveness.	Mentions student learning impact but lacks detail or evidence.	No clear connection to student learning outcomes.

		Exemplary (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
	Clinical Partnership Information	Provides extensive, well-organized details about clinical partnerships, including roles, responsibilities, and communication.	Describes clinical partnerships with sufficient detail but lacks some clarity or depth.	Mentions partnerships but lacks specific details about roles or collaboration.	Clinical partnerships are either unclear or not mentioned.
	Implementation Plan	Clearly outlines a detailed and feasible implementation plan with clear timelines, resources, and roles.	Provides a reasonable implementation plan, though some aspects lack detail or clarity.	Plan lacks clarity or is overly simplistic, lacking timelines or resources.	Implementation plan is unclear, incomplete, or missing.
	Course Syllabi	Provides comprehensive, well-organized course syllabi, including detailed objectives, assessments, and course structure.	Course syllabi are clear but may lack some detail in objectives or structure.	Provides course syllabi with minimal details, lacks alignment to program goals.	Course syllabi are unclear, incomplete, or missing.

Scoring:
A scoring of Good (3) meets the minimum requirement.

Exemplary (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)

Part 4: Signatures	**Criterion**	**Exemplary (4)**	**Needs Improvement (1)**
	Signatures	Appropriate signatures and dates are obtained by applicable faculty with decision making authority.	Appropriate signatures and dates are not obtained by applicable faculty with decisions making authority.

Scoring:
A scoring of Exemplary (4) meets the minimum requirement.

Exemplary (4)	Needs Improvement (1)

Scoring for Certificate Requirements

Traditional and non-traditional providers and its programs must be in alignment with state certification requirements and applicable standards to be considered for approval per State Board Policy IV.D. and IDAPA 08.02.02.

The scoring that is used is "met" or "not met."

Certificate	Met	Not Met
Instructional	☐	☐
Pupil Services	☐	☐
Administrator	☐	☐

Scoring for Endorsement Requirements

Traditional educator preparation providers and its programs must be in alignment with endorsement requirements to be considered for approval per State Board Policy IV.D. and 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)	☐	☐
American Government/Political Science (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 (5-9 or 6-12)	☐	☐
English as a Second Language (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)	☐	☐

Idaho State
Board of Education

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 (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)	☐	☐
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 Ed./ 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	☐	☐
Audiology	☐	☐

Idaho State
Board of Education

Occupational Therapist	☐	☐
Physical Therapist	☐	☐
School Counselor (K-12)	☐	☐
School Nurse	☐	☐
School Psychologist	☐	☐
School Social Worker	☐	☐
Speech-Language Pathologist	☐	☐
Director of SPED (Pre-K-12)	☐	☐
School Principal (Pre-K-12)	☐	☐
Superintendent (Pre-K-12)	☐	☐