



**Idaho State
Board of Education**

NEW PROGRAM APPROVAL GUIDE

For Idaho Approved Educator Preparation Providers

NEW PROGRAM APPROVAL GUIDE

Table of Contents

Introduction.....	2
Statutory Authority And References.....	2
New Program Approval Process Steps	2
Step 1: Preparation and Submission of the New Program Application	3
Step 2: Review and Feedback	3
Step 3: Determination of Approval Status	4
New Program Application A - Elementary or Secondary Program.....	5
New Program Application B - Specialized Populations Program	8
New Program Application C – Pupil Service Staff Program.....	10
New Program Application D - Teacher Leader Program	12
New Program Application E - Administration Program.....	14
New Endorsement Program Application	17

NEW PROGRAM APPROVAL GUIDE

Introduction

This document describes the process by which an Idaho State Board Approved Educator Preparation Providers (Educator Preparation Providers) seek approval for a new endorsement program leading to certification. The Office of the Idaho State Board of Education (Board Office) facilitates the approval process.

Public universities and colleges seeking a new degree or certificate program will also follow their institutional policies and procedures and the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#). Additional information may be found on the Idaho State Board of Education’s website at [Postsecondary Program Approval | Idaho State Board of Education](#). Educator Preparation Providers seeking a new degree or certificate program will complete the Postsecondary Program approval process in addition to the new program approval process for programs leading to educator certification.

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.

New Program Approval Process Steps

The new program approval process has a total of three steps as follows:

1. Preparation and Submission of the New Program Application
2. Review and Feedback
3. Determination of Approval Status






NEW PROGRAM APPROVAL GUIDE

Step 1: Preparation and Submission of the New Program Application

The Educator Preparation Provider will use one or more of the following new program applications to request approval of the new program:

- New Elementary or Secondary Program – Use New Program Application A
- New Special Education Program – Use New Program Applications A and B
- New Pupil Service Program – Use New Program Application C
- New Teacher Leader Program – Use New Program Application D
- New Administrator Program – Use New Program Application E
- New Endorsement Program – Use New Endorsement Program Application

Flow Chart

New Elementary or Secondary Program 	New Special Education Program 	New Pupil Service Program 	New Teacher Leader Program 	New Administrator Program 
Use New Program Application A	Use New Program Application A & B	Use New Program Application C	Use New Program Application D	Use New Program Application E

The new program application includes the following:

- New Program Design
- Explanation how the New Program will meet the provider standards and components
- Clinical Experience Design

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

Step 2: Review and Feedback

After receiving a completed new program application, the Board Office will assemble and facilitate a team to review the new program application materials, to include one member of the Professional Standards Commission and members from at least two of the following groups:

- Approved Idaho Educator Preparation Program Staff
- Idaho Experts from the Field and experience with Educator Preparation Program Review
- Idaho Division of Career Technical Education Staff
- Idaho Local practicing K-12 Educators
- Idaho Local practicing K-12 Administrators
- Idaho State Department of Education staff – Certification Department

NEW PROGRAM APPROVAL GUIDE

The review team will assess whether the new program as proposed meets the criteria listed in the new program application. A new program that meets the criteria listed in the new program application and shows alignment to the Idaho Standards for Educator Preparation Providers (Provider Standards) will move to Step 3. The review team will use review rubrics to guide input and make the determination if the program meets the criteria listed in the new program application and shows alignment to the Provider Standards.

A new program that does not meet the criteria listed in the new program application will be returned to the Educator Preparation Provider by electronic mail and accompanied by review team feedback. The Educator Preparation Provider may address the feedback and resubmit a new program application to the Board Office for review as described in Step 1.

Incomplete new program applications received by the Board Office will be returned to the Educator Preparation Provider for completion.

Step 3: Determination of Approval Status

The review team will provide a program recommendation to the Board Office, for consideration by the State Board at their next regularly scheduled meeting. The Board Office will notify the Educator Preparation Provider of the date of the State Board meeting at which the new program proposal will be considered. The State Board will either approve or not approve the new program. Upon State Board approval or non-approval of the new program, Board Staff will notify the Educator Preparation Provider of the new program approval status by electronic mail. If the new program is approved by the State Board, the Educator Preparation Provider may advertise the program and recruit candidates to the program. If the new program is not approved by the State Board, the application may be revised and resubmitted. Approved new programs will be reviewed at the same time as the Educator Preparation Providers state review that typically occurs on a seven-year cycle.

NEW PROGRAM APPROVAL GUIDE

New Program Application A - Elementary or Secondary Program

<u>New Program Application for Idaho State Board Approved Educator Preparation Providers</u>			
Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
<u>STANDARD ONE: PROFESSIONAL, CONTENT, AND PEDAGOGICAL KNOWLEDGE</u> Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
<u>1.1 CONTENT KNOWLEDGE AND PEDAGOGY</u> Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Idaho Teaching Standards The Learner and Learning • Standard 1: Learner Development			
Idaho Teaching Standards The Learner and Learning • Standard 2: Learning Differences			
Idaho Teaching Standards The Learner and Learning • Standard 3: Learning Environment			
Idaho Teaching Standards Content • Standard 4: Content Knowledge			
Idaho Teaching Standards Content • Standard 5: Application of Content			
Idaho Teaching Standards Instructional Practice • Standard 6: Assessment			
Idaho Teaching Standards Instructional Practice • Standard 7: Planning for Instruction			
Idaho Teaching Standards Instructional Practice • Standard 8: Instructional Strategies			
<u>1.2 PROFESSIONAL KNOWLEDGE</u> Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Link Syllabus only as a PDF)	Narrative/Rationale for Meeting Standard	

NEW PROGRAM APPROVAL GUIDE

Idaho Teaching Standards Professional Responsibility: <ul style="list-style-type: none"> Standard 9: Professional Learning and Ethical Practice 		
Idaho Teaching Standards Professional Responsibility <ul style="list-style-type: none"> Standard 10: Leadership and Collaboration 		
1.3 IDAHO EDUCATIONAL EXPECTATIONS Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.		
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, policy, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)	
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard
Idaho Teaching Standards State Specific Standards: <ul style="list-style-type: none"> Standard 11: American Indian Tribes in Idaho 		
Idaho Teaching Standards State Specific Standards: <ul style="list-style-type: none"> Standard 12: Code of Ethics for Idaho Professional Educators 		
Idaho Teaching Standards State Specific Standards: <ul style="list-style-type: none"> Standard 13: Digital Technology and Online Learning 		
Idaho Comprehensive Literacy Standards <ul style="list-style-type: none"> Standard 1: Foundational Literacy Concepts Standard 1: Fluency, Vocabulary Development, and Comprehension Standard 3: Literacy Assessment Concepts Standard 4: Writing Process Standard 5: Diverse Reading and Writing Profiles – Reading and Writing Difficulties 		
Certificate and Endorsement Requirements (IDAPA 08.02.02 & State Board Policy IV.D.) *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.		
STANDARD TWO: CLINICAL EXPERIENCE Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.		
2.1 CLINICAL PRACTICE Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate proficiency in their area of endorsement.		
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course	

NEW PROGRAM APPROVAL GUIDE

	Description, Module Information, Assessment, Projects, Evidence of Student Learning	
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard
Clinical preparation depth, breadth, coherence, and duration		
Comprehensive clinical experience		
Signatures		
Signature of the Program/College Chair, Director, or Other Designee		Date
Signature of the College of Education Dean or Educator Preparation Provider Head Official		Date

**Applications without appropriate dated signatures will not be considered.*

** Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#).*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

NEW PROGRAM APPROVAL GUIDE

New Program Application B - Specialized Populations Program (For use only with New Program Application A)

Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
STANDARD ONE: PROFESSIONAL, CONTENT, AND PEDAGOGICAL KNOWLEDGE			
Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
1.1 Content Knowledge and Pedagogy Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.		1.2 Professional Knowledge Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.	
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers <ul style="list-style-type: none"> • Standard 1: Child Development • Standard 2: Embedding Instructional Strategies • Standard 3: Functional Skills • Standard 4: Integrated and Meaningful Learning • Standard 5: Authentic Assessment • Standard 6: Laws, Rules, and Regulations • Standard 7: Assistive Technology • Standard 8: Coaching and Consultation • Standard 9: Family Partnership 			
Idaho Standards for Exceptional Child Education Teachers <ul style="list-style-type: none"> • Standard 1: Special Education Law • Standard 2: Specially Designed Instruction • Standard 3: Assistive Technology • Standard 4: Eligibility Assessment • Standard 5: Support Staff 			
Idaho Standards for Teachers of the Blind and Visually Impaired <ul style="list-style-type: none"> • Standard 1: Special Education Law • Standard 2: Support Staff • Standard 3: Expanded Core Curriculum 			

NEW PROGRAM APPROVAL GUIDE

<ul style="list-style-type: none"> • Standard 4: Learning Media/Functional Vision Assessment • Standard 5: Assistive Technology for Blind/Visually Impaired • Standard 6: Braille Skills • Standard 7: Educational Access • Standard 8: Implication of Impairment 		
<p>Idaho Standards for Teachers of the Deaf/Hard of Hearing</p> <ul style="list-style-type: none"> • Standard 1: Special Education Law • Standard 2: Individualized Planning for Instruction • Standard 3: Assistive Technology • Standard 4: Eligibility Assessment • Standard 5: Support Staff • Standard 6: Literacy • Standard 7: Language • Standard 8: Culture 		

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

NEW PROGRAM APPROVAL GUIDE

New Program Application C – Pupil Service Staff Program

Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
STANDARD ONE: CONTENT, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
1.1 Content Knowledge and Pedagogy Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.		1.2 Professional Knowledge Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.	
Components		Letter of national accreditation, other related information)	
Audiology and Speech Language Pathologist – Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association (ASHA)			
Nursing (School Nurse) – Commission on Collegiate Nursing Education (CCNE)			
School Counselor – Council for Accreditation of Counseling and Related Educational Programs (CACREP)			
School Psychologist – National Association of School Psychologists (NASP)			
School Social Worker – Council on Social Work Education (CSWE)			
1.3 IDAHO EDUCATIONAL EXPECTATIONS Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.			
Component		How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. – Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)	
Idaho Teaching Standards State Specific Standards: <ul style="list-style-type: none"> • Standard 1: American Indian Tribes in Idaho 			
Idaho Teaching Standards <ul style="list-style-type: none"> • Standard 2: Code of Ethics for Idaho Professional Educators 			
Idaho Teaching Standards <ul style="list-style-type: none"> • Standard 3: Digital Technology and Online Learning 			
Certificate and Endorsement Requirements (IDAPA 08.02.02) *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.			
STANDARD TWO: CLINICAL EXPERIENCE			

NEW PROGRAM APPROVAL GUIDE

Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.			
<u>2.1 CLINICAL PRACTICE</u> Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate proficiency in their area of endorsement.			
Component	Letter of national accreditation, how the program will meet requirements in IDAPA 08.02.02, other related information		
School Counselor – Council for Accreditation of Counseling and Related Educational Programs (CACREP)			
School Psychologist – National Association of School Psychologists (NASP)			
Nursing (School Nurse) – Commission on Collegiate Nursing Education (CCNE)			
Speech Language Pathologist – Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association (ASHA)			
Audiology – Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association (ASHA)			
School Social Worker – Council on Social Work Education (CSWE)			
Signatures			
Signature of the College/Program Chair, Director, or Other Designee		Date	
Signature of the College of Education Dean or Educator Preparation Provider Head Official		Date	

**Applications without appropriate dated signatures will not be considered.*

**Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#).*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

NEW PROGRAM APPROVAL GUIDE

New Program Application D - Teacher Leader Program

Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
<u>STANDARD ONE: CONTENT, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE</u> Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
1.1 <u>CONTENT KNOWLEDGE AND PEDAGOGY</u> Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.		1.2 <u>PROFESSIONAL KNOWLEDGE</u> Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.	
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Standard 1: Understanding Adults as Learners to Support Professional Learning			
Standard 2: Accessing and Using Research to Improve Professional Practice			
Standard 3: Supporting Professional Learning			
Standard 4: Facilitating Improvements in Instruction and Student Learning			
Standard 5: Using Assessments and Data for School and District Improvement			
Standard 6: Improving Outreach and Collaboration with Families and Community			
Standard 7: Advocating for Students, Community, and the Profession			
Standard 8: Understanding Systems Thinking			
1.3 <u>IDAHO EDUCATIONAL EXPECTATIONS</u> Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.			
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Certificate and Endorsement Requirements			

NEW PROGRAM APPROVAL GUIDE

<p><u>(IDAPA 08.02.02 & State Board Policy IV.D.)</u> *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.</p>		
<p>STANDARD TWO: CLINICAL EXPERIENCE Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.</p>		
<p>Signatures</p>		
<p>Signature of the College/Program Chair, Director, or Other Designee</p>		<p>Date</p>
<p>Signature of the College of Education Dean or Educator Preparation Provider Head Official</p>		<p>Date</p>

**Applications without appropriate dated signatures will not be considered.*

**Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#).*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

NEW PROGRAM APPROVAL GUIDE

New Program Application E - Administration Program

Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
STANDARD ONE: CONTENT, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.			
1.1 CONTENT KNOWLEDGE AND PEDAGOGY Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.		1.2 PROFESSIONAL KNOWLEDGE Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.	
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard	
Idaho Standards for School Principals			
<ul style="list-style-type: none"> • Standard 1: Mission, Vision, and Beliefs • Standard 2: Ethics and Professional Norms • Standard 3: Equity and Cultural Responsiveness • Standard 4: Curriculum, Instruction, and Assessment • Standard 5: Community of Care of Support for Students • Standard 6: Professional Capacity of School Personnel • Standard 7: Professional Community for Teachers • Standard 8: Meaningful Engagement of Families and Community • Standard 9: Operations and Management • Standard 10: Continuous School Improvement 			
Idaho Standards for Superintendents			
<ul style="list-style-type: none"> • Standard 1: Mission, Vision, and Beliefs • Standard 2: Ethics and Professionalism • Standard 3: Equity and Cultural Responsiveness • Standard 4: High Expectations for Student Success • Standard 5: High Expectations for Professional Practice 			

NEW PROGRAM APPROVAL GUIDE

<ul style="list-style-type: none"> • Standard 6: Advocacy and Communications • Standard 7: Operations and Management • Standard 8: Continuous Improvement • Standard 9: Governance 		
<p>Idaho Standards for Directors of Special Education</p> <ul style="list-style-type: none"> • Standard 1: Mission, Vision, and Beliefs • Standard 2: Ethics and Professional Norms • Standard 3: Equity and Cultural Responsiveness • Standard 4: Curriculum, Instruction, and Assessment • Standard 5: Community of Care of Support for Students • Standard 6: Professional Capacity of District and School Personnel • Standard 7: Professional Community for Teachers • Standard 8: Meaningful Engagement of Families and Community • Standard 9: Operations and Management • Standard 10: Continuous School Improvement 		
<p>1.3 IDAHO EDUCATIONAL EXPECTATIONS Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.</p>		
<p style="text-align: center;">Component</p>	<p>How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (Eg. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)</p>	
	<p style="text-align: center;">Evidence Item (Only link to PDFs)</p>	<p style="text-align: center;">Narrative/Rationale for Meeting Standard</p>
<p>Certificate and Endorsement Requirements</p> <p>(IDAPA 08.02.02) *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.</p>		
<p>Idaho Teaching Framework for Evaluation</p> <p>(IDAPA 08.02.02)</p>		
<p>STANDARD TWO: CLINICAL EXPERIENCE Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.</p>		
<p>2.1 CLINICAL PRACTICE Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate proficiency in their area of endorsement.</p>		
<p style="text-align: center;">Component</p>	<p>How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course</p>	

NEW PROGRAM APPROVAL GUIDE

	Description, Module Information, Assessment, Projects, Evidence of Student Learning	
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard
Clinical preparation depth, breadth, coherence, and duration		
Comprehensive clinical experience		
Signatures		
Signature of the College/Program Chair, Director, or Other Designee		Date
Signature of the College of Education Dean or Educator Preparation Provider Head Official		Date

**Applications without appropriate dated signatures will not be considered.*

**Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#).*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

NEW PROGRAM APPROVAL GUIDE

New Endorsement Program Application

Name of Educator Preparation Provider		Date of Submission	
New Program Name (as applicable)		Certification/Endorsement	
Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)		
	Evidence Item (Only link to PDFs)	Evidence Item (Only link to PDFs)	
Endorsement Requirements **List the endorsement requirements here and align your evidence to the specific endorsement language. (IDAPA 08.02.02)			
Signatures			
Signature of the College/Program Chair, Director, or Other Designee		Date	
Signature of the College of Education Dean or Educator Preparation Provider Head Official		Date	

**Applications without appropriate dated signatures will not be considered.*

**Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#).*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.