

IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT-FULL PROGRAM REVIEW
AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE
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INTRODUCTION

Founded in 2001 by the U.S. Department of Education, American Board for Certification of Teacher Excellence (American Board or ABCTE) is a nonprofit organization that provides career changers with an alternative route to become teachers. American Board's online program is self-paced and includes online tutorials but requires no additional college coursework or student teaching.

American Board serves 15 states including Arizona, Arkansas, Florida, Idaho, Mississippi, Missouri, New Hampshire, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Utah, and Wisconsin.

In Idaho, American Board candidates have a prescribed path to completion, which requires several distinct parts that build on a route to certification. First, candidates complete ABCTE content and Professional Teaching Knowledge (PTK) exams. Next, candidates obtain employment with a district to complete the State of Idaho Interim Certificate requirements which may include the following: two years Idaho State Board Mentor Program, one year clinical experience with ABCTE (implemented 2017), Mathematical Thinking for Instruction (MTI) and Idaho Comprehensive Literacy Course (ICLC), mentor/evaluator checklist, Impact on Student Learning project, review of literature, and portfolio. Once the candidate has completed all requirements, the Idaho Interim Certificate converts into a five-year renewable certificate. At this point, the candidate is then considered a completer.

The purpose of the review was to determine if sufficient evidence was presented indicating that candidates enrolled in American Board's educator preparation program (EPP) meet state standards for initial certification. A twelve-member state program approval team, accompanied by two state observers, conducted the review. The standards used to validate the Institutional Report were the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards and individual program foundation and enhancement standards were reviewed.

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: ABCTE PTK/Idaho Core Teaching Standards Alignment Document, Candidate Lesson Plans, Observation/Evaluation Forms, Testimony Letters from district administrators, and the ABCTE website. Observations of candidates teaching through an elementary school site visit were also used. In addition to this documentation, team members conducted interviews with candidates, mentors, a building administrator, and ABCTE representatives.

The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report.

- **Candidate.** An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider (EPP).

- **Completer.** Any candidate who exited a preparation program by successfully satisfying the requirements of the EPP.
- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.
- **Educator Preparation Provider (EPP).** The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.
- **Program.** A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).
- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

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PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
Pre-Service Technology	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Model Pre-Service Student Teaching Experience	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Idaho Core Teaching Standards	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Mathematics Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Science Foundation Standards	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Biology Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Chemistry Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Physics Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Social Studies Foundation Standards	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	

Standards/Program	Recommendation	Notes
Idaho Standards for History Teachers	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Idaho Standards for English Language Arts Teachers	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Idaho Standards for Exceptional Child Generalists	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Idaho Standards for Literacy Teachers	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Idaho Standards for Elementary Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	

STATE PROGRAM APPROVAL RUBRICS

The *Idaho Standards for Initial Certification of Professional School Personnel* provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which educator preparation programs prepare educators who meet the standards. The rubrics are designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

The rubrics describe three levels of performance: unacceptable, acceptable, and exemplary for each of the Idaho Standards for Initial Certification. The rubrics shall be used as guidelines for reviewers to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards.

Unacceptable	Acceptable	Exemplary
<ul style="list-style-type: none"> The program provides evidence that candidates meet fewer than 75% of the indicators. 	<ul style="list-style-type: none"> The program provides evidence that candidates meet 75%-100% of the indicators The program provides evidence candidates use assessment results in guiding student instruction (when applicable). 	<ul style="list-style-type: none"> The program provides evidence that candidates meet 100% of the indicators. The program provides evidence of the use of data in program improvement decisions. The program provides evidence of at least three (3) cycles of data of which must be sequential.

STATE SPECIFIC REQUIREMENTS

PRE-SERVICE TECHNOLOGY STANDARDS

1. **Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**
 - a. Promote, support, and model creative and innovative thinking and inventiveness
 - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
 - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
 - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Standard 1	Unacceptable	Acceptable	Exemplary
Facilitate and Inspire Student Learning and Creativity	X		

Standard 1 Analysis –EPP provided evidence to support assessment of the ISTE Standards through the multiple-choice tests; but there was a lack of evidence of the outcome from the assessments. A PowerPoint for candidates was provided as evidence; it explained the ISTE Standards, but there was a lack of evidence on what the Candidates do with this knowledge. Conversation with the EPP representative confirmed that the technology components were designed to fit into their clinical experience to align with the district. An ABCTE-trained Kindergarten teacher in her second-year teaching stated that technology is a personal weakness; indicating that through the EPP's preparation technology learning was lacking. There is lack of sufficient evidence to support any of the indicators.

Sources of Evidence

- Assessments related to ISTE Standards
 - ISTE Standards PowerPoint
 - Interview with ABCTE candidate Kindergarten Teacher
2. **Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.**

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

Standard 2	Unacceptable	Acceptable	Exemplary
Design and develop digital age learning experiences and assessments	X		

Standard 2 Analysis –Candidate, principal, and mentor interviews during an elementary school visit revealed that candidates feel technology is an area of weakness in preparation. Through reviews of lesson plans and evaluations provided in different content areas it was noticed that there is a smattering of technology woven into lessons, as the teacher is comfortable implementing. The mentor, in an interview, mentioned that ABCTE-trained teachers take more time in the mentoring process than teachers from traditional pre-service routes; when pressed further to explain she said, “they take more time”. The mentor explained that she observes in the ABCTE teacher classroom approximately once per quarter. Together, the mentor and candidate also meet on a weekly basis in a mentoring conversation; it was explained that the agenda for the mentoring conversations is determined by the school district’s mentor program. It was difficult to ascertain what was provided through the ABCTE program and what is provided through the district’s established mentor program. The mentor interviewed indicated that she had a short training from ABCTE in preparation for mentoring. The building principal was very enthusiastic about his team members, whether they arrived at his building through a traditional route or through the ABCTE program. When directly asked if he knew how the ABCTE program trained teachers his response was that he didn’t know what ABCTE did. Confirming the findings through the interview and research, conversations with the ABCTE staff reiterated the findings – that the technology components are designed to fit into their district clinical experience and what is learned is left up to the district. There were indicators that technology is embedded throughout the Professional Teaching Knowledge (PTK); however, there was lack of evidence surrounding the Pre-Service Technology Standards.

Sources of Evidence

- Interview with ABCTE candidate

- *Interview with Building Principal*
- *Interview with Building Mentor*
- *Interview with ABCTE Staff Member*
- *Lesson Plans*
- *Evaluations*

3. *Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.*

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

Standard 3	Unacceptable	Acceptable	Exemplary
Model digital age work and learning	X		

Standard 3 Analysis – *The EPP is a fully online teacher preparation program, except the candidates are isolated, not progressing through the content in a cohort group. The interview with the ABCTE candidate indicated that the ABCTE exams were strong and she felt prepared for their exam; but mentioned that her real learning started as she began her teaching tenure. In reviewing the documentation provided there was reference to technology, but there was no alignment found between the course work and the Pre-Service Technology Standards. There was not sufficient data for this Standard to demonstrate fluency in any of the listed learning targets.*

Sources of Evidence

- *Interview with ABCTE-trained teacher*
- *PTK Standards*
- *Interview with ABCTE staff*

4. *Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.*

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the

- appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
 - c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
 - d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

Standard 4	Unacceptable	Acceptable	Exemplary
Promote and model digital citizenship and responsibility	X		

Standard 4 Analysis – A document titled, “Technology.PDF”, was located in the artifacts file for the Pre-Service Technology. This document was a compilation of the technology references throughout the PTK document. The information shared seemed to be an older version as it references needing to learn to program a VCR; in conversation with the ABCTE representatives, it was verified that this language was left in due to the nature of rural districts. There were several guidelines included that referenced responsibility for teachers in learning the technologies with and for their students. The documentation indicates that ABCTE candidates are learning the value of technology as a tool and are provided examples of use.

Sources of Evidence

- Technology PDF in Evidence Google Drive for Pre-Service Technology
- ISTE PowerPoint
- ABCTE representatives

5. Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession

and of their school and community

Standard 5	Unacceptable	Acceptable	Exemplary
Engage in professional growth and leadership	X		

Standard 5 Analysis – There was lack of sufficient evidence to demonstrate the candidate’s ability to engage with this standard. Throughout the review it was apparent that technology isn’t standalone with regards to the ABCTE course content but woven throughout different components. In conversation with the ABCTE representatives, it was noted that the information is provided for the candidates to digest and the real technology learning is completed during the clinical experience and aligned to the district expectations. This is concerning, because the candidates are completing exams indicating they have knowledge of the Pre-Service Technology Standards. During the interview with the ABCTE candidate, she indicated that her real learning occurred once employed at the school; not through content from ABCTE. Passing the exam would indicate that the candidate understands the expectations of Standard #5; but there is insufficient evidence to show understanding.

Sources of Evidence

- PTK Document
- ABCTE representatives
- ABCTE-trained teacher

Summary

EPP provided evidence in support of the Pre-Service Technology Standards; however there was insufficient evidence to indicate an acceptable rating. The EPP relies on local school districts and their mentor/evaluator to complete the State of Idaho Interim Certificate requirements. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature and Portfolio are all aspects of the candidate’s process in achieving completer status. The current program has two parts, and for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. In order to review and understand the ABCTE program fully with the artifacts the following items would need to be provided:

- Update the Technology Standards, as ISTE Teacher Standards were updated in 2018
- Interviews from candidates
- Alignment for technology standards
- Technology performance indicators
- Authentic performance artifacts
- Observations and lesson plans specific to technology

<i>Summary</i>	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Pre-Service Technology Standards	5	5		

Areas for Improvement

- *A technology portfolio compiled throughout the Candidate's tenure may assist the candidate, mentor program, employing district and certification programs in validating evidence of knowledge and performance.*
- *Candidates in the EPP program would benefit from authentic performance practice throughout their coursework. Building relationships between the ABCTE representatives/staff, candidate, and potential employing districts would benefit all parties in placement for the clinical experience.*
- *A Mentor Program implemented early in coursework may assist the candidate in expectations earlier and in understanding different ways to implement what they are learning.*
- *The EPP would benefit from the development of an alignment for the Pre-Service Technology Standards to indicators for the standards.*
- *Many of the findings would be addressed if ABCTE were to align with the new ISTE Standards from 2018. Currently, all of the ISTE Standards referenced in the ABCTE evidence are to an older version. ABCTE would benefit if the Technology Standards were updated to the latest version.*

Recommended Action on Pre-Service Technology Standards

- Approved
- Conditionally Approved
- Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.

- 1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.
- 1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.
- 1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.
- 1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.
- 1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.
- 1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

Standard 1	Unacceptable	Acceptable	Exemplary
Mentor Teacher	X		

Standard 1 Analysis – Based on clinical experience guiding documents, observations and interview with mentor teachers, the mentor teacher is decided by the building principal/administrator. The Rigorous Criteria section of the Clinical Experience Background document identifies the mentor teacher must be licensed in the current school and teach in the same subject area as the candidate, Standard 1(a). In addition, the ABCTE clinical experience staff interviews the mentor teacher identified by building principal/administrator. Evidence was not provided for Standards 1(b) through 1(f). None of the evidence provided showed the mentor teacher is trained in using the observation tool, and observations conducted lack documentation of what actually occurred in the lesson, Standards 1(e).

Sources of Evidence

- Clinical Experience Background
- Clinical Experience Overview
- Interview

Standard 2: Educator Preparation Program (EPP) Supervisor. The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.

- 2(a) The EPP supervisor has P-12 education certified field experience.

- 2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.
- 2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.
- 2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

Standard 2	Unacceptable	Acceptable	Exemplary
Educator Preparation Program (EPP) Supervisor	X		

Standard 2 Analysis – Clinical Experience Background document indicates ABCTE has clinical experience staff who conducts the interview of the mentor teacher and receives required documentation. There is no evidence provided regarding the qualifications for the ABCTE clinical experience staff, Standards 2(a) through 2(d).

Sources of Evidence

- Clinical Experience Background
- Clinical Experience Overview

Standard 3: Partnership.

- 3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.
- 3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

Standard 3	Unacceptable	Acceptable	Exemplary
Partnership		X	

Standard 3 Analysis – The building principal/administrator selects the mentor teacher for the candidate and is interviewed by ABCTE clinical experience staff. This indicates limited partnership in the selection of the mentor; however, no evidence was provided for supporting the duties of the mentor teacher, Standard 3(a). Both the school and ABCTE supports the candidate during the clinical experience, Standards 3(b).

Sources of Evidence

- Clinical Experience Background
- Clinical Experience Overview
- Interview

Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.

- 4(a) Passed background check
- 4(b) Competency in prior field experience
- 4(c) Passed all required Praxis tests
- 4(d) Completion of all relevant coursework
- 4(e) Possesses dispositions of a professional educator

Standard 4	Unacceptable	Acceptable	Exemplary
Student Teacher		X	

Standard 4 Analysis – Candidates are required to pass a background check, Standard 4(a), in order to receive an Interim Certificate. Standard 4(b) would not apply for the ABCTE route as candidates complete their experience while employed. Candidates are required to pass the ABCTE Content Area exam and Professional Teaching Knowledge exam prior to receiving the Interim Certificate, Standards 4(c) and 4(d). No evidence provided regarding dispositions of candidates, Standards 4(e).

Sources of Evidence

- State Department of Education Website
- ABCTE Website
- Presentation by ABCTE

Standard 5: Student Teaching Experience

- 5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework
- 5(b) At least three formative assessments by the mentor teacher
- 5(c) One common summative assessment based on state teacher evaluation framework
- 5(d) Performance assessment including influence on P-12 student growth
- 5(e) Recommended minimum 14 weeks student teaching
- 5(f) Development of an Individualized Professional Learning Plan (IPLP)
- 5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*
- 5(h) Relevant preparatory experience for an Idaho teacher's certificate

Standard 5	Unacceptable	Acceptable	Exemplary
Student Teaching Experience	X		

Standard 5 Analysis – Six formal evaluations are required to be completed by the mentor teacher as well as six reports submitted to ABCTE clinical experience staff, Standard 5(a) and 5(b). The observation tool used indicates it is based on Danielson Framework for Teaching; however, the tool lacks the majority of domains and components, Standard 5(a) and 5(c). Clinical experience is a yearlong experience, Standards 5(e). Clinical experience requires development of Individualized Professional Learning Plan (IPLP) and evidence includes completed IPLPs, Standard 5(f). No evidence was provided for clinical experience showing competence in meeting the Idaho Standards for Initial Certification of Professional School Personnel, Standard 5(g), nor evidence provided for Standards 5(d) and 5(h).

Sources of Evidence

- Clinical Experience Background
- Clinical Experience Overview
- Individualized Professional Learning Plans
- Observations

Summary

Summary	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Model Preservice Student Teaching Experience Standards	5	3	2	0

Areas for Improvement

- Provide criteria for selection and training of mentor teacher, focusing on coaching and conducting observations.
- Align clinical experience to ensure Idaho Standards for Initial Certification of Professional School Personnel are covered, including dispositions.
- Include summative assessment based on Idaho teacher evaluation (Danielson Framework for Teaching) and conduct observations using Idaho teacher evaluation observation forms.

- *Identify criteria for ABCTE clinical experience staff as well as responsibilities for supporting both the mentor teacher and candidate.*

Recommended Action on Model Preservice Student Teaching Experience Standards

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

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IDAHO CORE TEACHING STANDARDS

Standard 1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Knowledge

1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *The ABCTE PTK/Idaho Core Teaching Standards alignment document, candidate lesson plans, and observation report provide sufficient evidence that teacher candidates demonstrate adequate understanding of Indicators 1, 2, and 3. There is insufficient evidence that indicator 4 is adequately addressed. Ensuring candidates understand the role of learners' language and culture in learning and how to modify instruction to make language comprehensible, and instruction accessible and challenging is insufficiently addressed in the PTK, and there is limited but insufficient evidence of this being done in candidate lesson plans. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observations Reports*

Performance

1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – While there is sufficient evidence that through the PTK exam candidates are aware of Indicators 1 and 2, the PTK does not provide sufficient evidence of candidates meeting Indicator 3. A review of observations and candidate lesson plans provided sufficient evidence that candidates meet Indicators 1, 2 and 3. There is insufficient evidence in candidate lesson plans and observations that Indicator 3 is met, in particular collaborating with families and communities to promote learner growth and development.

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observations*

Disposition

1. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development
2. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

3. The teacher takes responsibility for promoting learners' growth and development.
4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.3 Disposition	X		

1.3 Analysis – *There is limited, but insufficient, evidence that Indicators 1, 2, 3 and 4 are adequately addressed on the PTK exams. There is insufficient evidence that Indicators 1, 2, 3 or 4 are sufficiently, consistently, or intentionally addressed in the development or evaluation of lesson plans or observations. A 2016 principal survey provided aggregated evidence that principals were asked to evaluate certain candidate dispositions, but not those related to Indicators 1, 2, or 3. While testimony from principals makes general reference to ABCTE candidates demonstrating certain dispositions, there is insufficient evidence that Standard 1's dispositions are systematically developed or evaluated as part of ABCTE's program.*

Sources of Evidence

- *Testimony – 2016 Principal Survey*
- *Testimony – Letters from Principals*
- *ABCTE Clinical Experience Observations*
- *District Observations*
- *Learning Plans*
- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Interviews with Candidates and Mentors*

Standard 2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Knowledge

1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these

needs.

3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge	X		

2.1 Analysis – *There is sufficient evidence that through the PTK exam candidates meet Indicators 1 and 4. There is limited, yet sufficient evidence that the PTK exam prepares candidates to meet Indicator 2. There is insufficient evidence that the PTK exam enables candidates to meet Indicators 3 and 5. Candidate observations provide sufficient evidence that Indicators 1 and 4 are met. Observations provided sufficient evidence that candidates meet Indicators 1 and 2. Overall, there is insufficient evidence in observations or lesson plans that Indicators 3, 4, and 5 are met. Lesson plans provide limited, but insufficient evidence that candidates have sufficient understanding of second language acquisition processes or culturally relevant instruction.*

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observation*
- *Interviews with Candidates and Mentors*

Performance

1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of

growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – The PTK, Candidate Lesson Plans and district and ABCTE observations provide ample evidence that Indicators 1, 2, 4, and 6 are met. There is more limited, yet sufficient, evidence that candidates meet Indicator 3. There is insufficient evidence that candidates meet Indicator 5. There is insufficient evidence in lesson plans that candidates consistently make content accessible to English language learners or plan to develop English proficiency.

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observation
- Interviews with Candidates and Mentors

Disposition

1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

3. The teacher makes learners feel valued and helps them learn to value each other.
4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.3 Disposition	X		

2.3 Analysis – While there is limited, but sufficient, evidence that Indicators 1, 2, and 3 are adequately addressed as knowledge items on the PTK exams, there is insufficient evidence that these Indicators are, in practice, systematically developed or evaluated as dispositions as part of ABCTE’s program.

Sources of Evidence

- Testimony – 2016 Principal Survey
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations
- Learning Plans
- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Interviews with Candidates and Mentors

Standard 3: Learning Environments. *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Knowledge

1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
4. The teacher understands how learner diversity can affect communication and knows how to

communicate effectively in differing environments.

5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *The PTK, observations and candidate lesson plans provide sufficient evidence that candidates meet Indicators 1, 2, 3 and 4. There is insufficient evidence that Indicator 5 is met. There is limited, but insufficient evidence that candidates consistently use technologies to guide learners or that there is ongoing instruction in how to use technologies in appropriate, safe and effective ways. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observation
- Interviews with Candidates and Mentors

Performance

1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – The PTK and observations provide sufficient evidence that Indicators 1, 2, 3, 4, 5, 6 and 8 are met. Candidate lesson plans provide ample evidence that Indicators 2, 3, 4, and 5 are met. Overall, there is insufficient evidence that Indicator 7 is met. There is limited, but insufficient evidence that candidates consistently promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observation
- Interviews with Candidates and Mentors

Disposition

1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
2. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

4. The teacher seeks to foster respectful communication among all members of the learning community.
5. The teacher is a thoughtful and responsive listener and observer.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.3 Disposition		X	

3.3 Analysis –The PTK, observations, and principal testimonies provide sufficient evidence that candidates meet Standard 3.3.

Sources of Evidence

- Testimony – 2016 Principal Survey
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations
- Learning Plans
- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Interviews with Candidates and Mentors

Standard 4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Knowledge

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *The PTK, observations, and lesson plans provide ample and sufficient evidence that Indicators 1, 3, and 5 are met. The observations and lessons plans provide limited but sufficient evidence that Indicator 2 is met. There is insufficient evidence that Indicator 4 is met. Lesson plans show occasional, but insufficient integration of culturally relevant content to build on learners’ background knowledge. This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.*

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observations*
- *Interviews with Candidates and Mentors*

Performance

1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.
2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.
5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners

8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.
9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – *The PTK, observations, principal testimony and lesson plans provide sufficient evidence that Indicators 1, 2, 4, 6, 7 and 8 are met. There is limited, yet sufficient evidence in lesson plans and observations that Indicators 3 and 6 are met. There is insufficient evidence that Indicators 5 and 9 are met. There is insufficient evidence in lesson plans that learner misconceptions are consistently anticipated and addressed. Furthermore, there is insufficient evidence that candidates evaluate learners' content knowledge in their primary language.*

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observation*
- *Interviews with Candidates and Mentors*

Disposition

1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
2. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
4. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.3 Disposition	X		

4.3 Analysis – Principal testimony, observations and candidate lesson plans provide evidence that Indicator 4 is met. Candidate lesson plans and Professional Learning Plans provide sufficient evidence that Indicators 1 and 2 are met. There is insufficient evidence Indicator 3 is met. Insufficient evidence is provided relative to candidates recognizing the potential of bias in his/her representation of the discipline and seeking ways to address bias.

Sources of Evidence

- Candidate Professional Learning Plans
- Candidate Lesson Plans
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations
- Interviews with Candidates and Mentors

Standard 5: Application of Content. *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Knowledge

1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
6. The teacher understands communication modes and skills as vehicles for learning (e.g.,

information gathering and processing) across disciplines as well as vehicles for expressing learning.

7. The teacher understands creative thinking processes and how to engage learners in producing original work.
8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Candidate lesson plans, observations and the PTK provide sufficient evidence that Indicators 1, 3, 5, and 8 are met. Lesson plans and observations provide sufficient evidence that Indicators 2, 6, and 7 are met. There is insufficient evidence that Indicator 4 is met. There is insufficient evidence that candidates evaluate issues of ethics and quality related to information and its use. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.**

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observations
- Interviews with Candidates and Mentors

Performance

1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
8. The teacher develops and implements supports for learner literacy development across content areas.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – The PTK, candidate lesson plans, observations and principal testimonials provide sufficient evidence that all performance indicators except 8 have been met. There is insufficient evidence in candidate lesson plans or observations that candidates consistently develop and implement supports for learner literacy development across content areas.

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observation
- Interviews with Candidates and Mentors

Disposition

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.3 Disposition		X	

5.3 Analysis – Principal testimony, observations, lesson plans and Candidate Professional Learning Plans provide sufficient evidence that all indicators of Standard 5.3 are met.

Sources of Evidence

- Candidate Professional Learning Plans
- Candidate Lesson Plans
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations
- Interviews with Candidates and Mentors

Standard 6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Knowledge

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
6. The teacher knows when and how to evaluate and report learner progress against standards.

7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – While the PTK, lesson plans and observations together provide sufficient evidence that Indicators 1, 2, 3, 5, 6, and 7 are met, gaps remain. The PTK provides limited evidence that Indicator 4 is addressed, but there is insufficient evidence within observations or lesson plans that candidates use assessment results to have students set goals for their own learning. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.**

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observations

Performance

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – *The PTK, observations and candidate lesson plans provide sufficient evidence that Indicators 1, 2, 3, 4, 5, 6 and 8 are met. There is insufficient evidence that Indicators 7 and 9 are met. While candidates use multiple and appropriate types of assessments, there is insufficient evidence that the data is used to identify each student's learning needs and to develop differentiated learning experiences. There is limited but insufficient evidence that candidates continually seek appropriate ways to employ technology to support assessment or to more fully assess learner needs.*

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observation*
- *Interviews with Candidates and Mentors*

Disposition

1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
2. The teacher takes responsibility for aligning instruction and assessment with learning goals.
3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.3 Disposition		X	

6.3 Analysis – Observations, principal testimony, and candidate lesson plans provide sufficient evidence that Indicators 1, 2, 4, and 5 are met. While the PTK addresses these indicators as knowledge items, there is insufficient specific evidence relative to candidate dispositions that Indicators 3 and 6 are met.

Sources of Evidence

- Testimony – 2016 Principal Survey
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations
- Learning Plans
- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Interviews with Candidates and Mentors

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands content and content standards and how these are organized in the curriculum.
2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
6. The teacher knows when and how to adjust plans based on assessment information and learner responses.
7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – *The PTK, candidate lesson plans, and observations provide sufficient evidence that Indicators 1, 3, 4, 5 and 7 have been met. There is insufficient evidence that Indicators 2 or 6 are consistently met. There is insufficient evidence in the PTK that candidates understand how integrating cross-disciplinary skills in instruction engages learners or when and how to adjust instruction based on assessment information and learner responses. Candidate lesson plans and observations provide evidence of a variety of forms of assessment being used, but insufficient explicit evidence of candidate knowledge regarding when and how to adjust instruction based on assessment information. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observations*

Performance

1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
2. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		x	

7.2 Analysis – The testimonials, district observations, ABCTE clinical experience reports and lesson plans provide sufficient evidence that Indicators 1 and 4 are met. There is more limited, yet sufficient evidence that Indicators 2, 3, and 5 are met. There is insufficient evidence that Indicator 6 is met. Adding differentiation and reflection to lesson plan requirement could provide evidence of teacher meeting student needs and that the teacher evaluates plans and makes adjustments to lessons. Requiring a unit could provide evidence that teacher develops appropriate sequencing.

Sources of Evidence

- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observations
- Testimonials

Disposition

1. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
2. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
3. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
4. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.3 Disposition	x		

7.3 Analysis – *There is limited evidence that Indicators 1, 2, 3 and 4 are adequately addressed and systematically developed or evaluated as part of ABCTE's program. Testimonials from administrators mention planning as a collegial activity with colleagues, but extensions to larger community is lacking. Adding differentiation and reflection to lesson plan requirement could provide evidence of teacher disposition regarding planning for instruction.*

Sources of Evidence

- Candidate Lesson Plans
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations

Standard 8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Knowledge

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
3. The teacher knows when and how to use appropriate strategies to differentiate instruction

and engage all learners in complex thinking and meaningful tasks.

4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis: *The PTK study guide, workshop objectives, and suggested reading along with district mentor evaluations, observation records, and provided lesson plans indicate that ABCTE candidates use a variety of instructional strategies to encourage learners to develop understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The ABCTE PTK/Idaho Core Teaching Standards Alignment document stating that Idaho standards correlate to ABCTE standards without specific correlation to more specific knowledge indicators was heavily relied upon as evidence for candidates meeting this standard. Minimal evidence was found in the PTK study guide, observation and interview opportunities in regards to indicators 2, 3, 5 and 6. Aggregate and/or disaggregated data on all Idaho candidates' Teacher Observation tools or PTK test data was unavailable to verify knowledge. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- ABCTE observations during clinical experience
- ABCTE provided incomplete PLP's from candidates in their clinical experience.
- <https://www.americanboard.org/ptk>
- ABCTE Candidate observation and interview
- Principal Interview
- Interview with mentors

Performance

1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Through district observation evaluations, candidate lesson plans and ABCTE clinical experience evaluation reports provide sufficient evidence that Indicators 1,2,4,5,6,7,8, and 9 are met. There is insufficient evidence in Indicator 9 demonstrating that the teacher candidate collaborates with learners to design and implement relevant learning experiences.

Sources of Evidence

- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observations*

Disposition

1. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.3 Disposition		X	

8.3 Analysis – District observations, candidate lesson plans and ABCTE clinical experience evaluations provide sufficient evidence that Indicators 1,2,3,4 are met.

Sources of Evidence

- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observations*

Standard 9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Knowledge

1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

2. The teacher know how to use learner data to analyze practice and differentiate instruction accordingly.
3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

7.2 Analysis – *The ABCTE PTK/Idaho Core Teaching Standards Alignment, the PTK study guide, ABCTE provided PLP's, observation forms utilized during clinical experience, and mentor evaluations provide limited but adequate evidence that teacher candidates engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of each learner. The ABCTE PTK/Idaho Core Teaching Standards Alignment document stating that Idaho standards correlate to ABCTE standards without specific correlation to more specific knowledge indicators was heavily relied upon as evidence for candidates meeting this standard. Minimal evidence was found in the PTK study guide, observation and interview opportunities in regards to indicators 1, 2, and 5. Aggregate and/or disaggregated data on all Idaho candidates' Teacher Observation tools or PTK test data was unavailable to verify knowledge. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment document

- *ABCTE observations during clinical experience*
- *ABCTE provided incomplete PLP's from candidates in their clinical experience.*
- <https://www.americanboard.org/ptk>
- *ABCTE Candidate observation and interview*
- *Principal Interview*
- *Interview with mentors*

Performance

1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – *District-required evaluation forms, partially completed PLPs, candidate observation and interview, as well as district mentor interviews, provide acceptable evidence that ABCTE candidates are able to meet the Idaho performance indicators for standard 9. Lesson plans, interviews, and district mandated evaluation forms provide evidence that indicators 1, 2, 3, and 5 are met. Indicators 4 and 6 are less apparent in the evidence provided. Some evidence exists that the teacher actively seeks professional,*

community, and technological resources, within and outside the school but not necessarily for supports for analysis, reflection, and problem solving as stated in the indicator 4. In addition, no evidence was provided that the teacher candidate advocates, models, and teaches safe, legal and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media (Indicator 6).

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment document*
- *District required Observations/Evaluations forms for candidates*
- *Candidate provided lesson plans*
- *ABCTE provided incomplete PLP’s from candidates in their clinical experience.*
- *<https://www.americanboard.org>*
- *ABCTE Candidate observation and interview*
- *Principal Interview*
- *Interview with mentors*
- *District required evaluation forms*

Disposition

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.3 Disposition	X		

9.3 Analysis – *There is insufficient, evidence that Standard 10 disposition Indicators are adequately addressed on the PTK exams. There is insufficient evidence that disposition indicators are sufficiently, consistently or intentionally addressed in the development of*

evaluation lesson plans or observations. Some district data was provided to indicate that dispositions were evaluated but no aggregate or disaggregate data was provided on Idaho candidates. While testimony from principals make general reference to ABCTE candidates demonstrating certain dispositions, there is insufficient evidence that dispositions are systematically developed or evaluated as part of ABCTE's program.

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- ABCTE observations during clinical experience
- ABCTE provided incomplete PLP's from candidates in their clinical experience.
- <https://www.americanboard.org/ptk>
- ABCTE Candidate observation and interview
- Principal Interview
- District Mentors' interview

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – *The ABCTE PTK/Idaho Core Teaching Standards Alignment document, PTK study guide, candidate interview, and candidate observation forms provide*

*minimal but acceptable evidence that the teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession. The ABCTE PTK/Idaho Core Teaching Standards Alignment document stating that Idaho standards correlate to ABCTE standards without specific correlation to more specific knowledge indicators was heavily relied upon as evidence for candidates meeting this standard. Minimal evidence was found in the PTK study guide, observation and interview opportunities in regards to indicators 1, 3, and 4. Aggregate and/or disaggregated data on all Idaho candidates' Teacher Observation tools or PTK test data was unavailable to verify knowledge. **This standard was found to be acceptable; however, in the future this crosswalk will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment document*
- *ABCTE observations during clinical experience*
- *ABCTE provided incomplete PLP's from candidates in their clinical experience.*
- <https://www.americanboard.org/ptk>
- *ABCTE Candidate observation and interview*
- *Principal Interview*
- *Interview with mentors*

Performance

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
3. The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
6. The teacher engages in professional learning, contributes to the knowledge and skill of

others, and works collaboratively to advance professional practice.

7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
8. The teacher uses and generates meaningful research on education issues and policies.
9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – Candidate lesson plans, district required observation/evaluation forms, candidate, principal, and district mentor interviews and candidate observation indicate that ABCTE candidates provide minimal but acceptable evidence for the performance indicators of standard 10. Mandated district observations/evaluations and interviews provide evidence for indicators 1, 2, 5, 6, 7, 9, 10, and 11. The fact that one ABCTE candidate was part of the Idaho Coaching Network provided evidence for many of these. However, no evidence was provided that teacher candidates engage collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals (indicator 3), or works collaboratively with learners and their families **to establish mutual expectations** portion of indicator 4. Several evaluation comments reported candidates were able to communicate with families regarding learner development and achievement. Finally, there was a lack of evidence to show that teacher candidates **generate** meaningful research on education issues and policies. Minimal evidence was provided to show that candidates used meaningful research on educational issues and policies (indicator 8).

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- District required Observations/Evaluations forms for candidates
- Candidate provided lesson plans
- ABCTE provided incomplete PLP's from candidates in their clinical experience.

- <https://www.americanboard.org>
- ABCTE Candidate observation and interview
- Principal Interview
- Interview with mentors
- District required evaluation forms

Disposition

1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
2. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
4. The teacher takes responsibility for contributing to and advancing the profession.
5. The teacher embraces the challenge of continuous improvement and change.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.3 Disposition	X		

10.3 Analysis – *There is insufficient evidence that Standard 10 disposition Indicators are adequately addressed on the PTK exams. There is insufficient evidence that disposition indicators are sufficiently, consistently, or intentionally addressed in the development of evaluation lesson plans or observations. Some district data was provided to indicate that dispositions were evaluated, but no aggregate or disaggregate data was provided on Idaho candidates. While testimony from principals generally referenced ABCTE candidates demonstrating certain dispositions, there is insufficient evidence that dispositions are systematically developed or evaluated as part of ABCTE's program.*

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- ABCTE observations during clinical experience
- ABCTE provided incomplete PLP's from candidates in their clinical experience.
- <https://www.americanboard.org/ptk>
- ABCTE Candidate observation and interview
- Principal Interview
- Interview with mentors

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	1	9	
Performance	10	1	9	
Dispositions	10	6	4	

Overall, the ABCTE provided multiple evidence items for meeting the Core Teaching Standards that were difficult to track and measure at the specific indicator level. A more concise alignment of evidence items to specific indicators under each core standard would benefit the overall understanding of the unit's ability to have candidates meet these standards. When ABCTE is reviewed again in the State's three- and seven-year cycle, more than just an articulation of meeting standards through the PTK/Idaho Core Teaching Standards alignment document provided aligning ABCTE standards and exam to Idaho standards is needed. Stronger data evidence of meeting knowledge standards would strengthen evidential proof ABCTE candidates are meeting the standards. The conclusion of acceptable on meeting the majority of knowledge-based standards was based largely on the reviewers' acceptance of the alignment document and not verifiable evidence. In addition, there is a concern as to whether ABCTE standards and materials are based on current educational research.

Specific Areas for Improvement

- Sufficient evidence of candidates' knowledge and performance in all aspects of culturally relevant instruction and effectively instructing English Language Learners.
- Sufficient evidence of candidates' use of technology for effective instruction.
- Sufficient evidence of candidates' ability to develop literacy skills in all disciplines.
- Sufficient evidence of a comprehensive method to systematically monitor, assess, and develop candidate dispositions.
- Clearer articulation between indicators and evidence.
- Sufficient evidence that candidates' meet knowledge standards. The ABCTE PTK/Idaho Core Teaching Standards Alignment provided only partial evidence.

Recommended Action for Idaho Core Teacher Standards

- Approved
- Conditionally Approved
- Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for learners.

Knowledge

1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
2. The teacher understands concepts of algebra.
3. The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.
4. The teacher understands basic concepts of number theory and number systems.
5. The teacher understands concepts of measurement.
6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.
7. The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).
8. The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.
9. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – Professional Teaching Knowledge and Mathematics Content Standards, snapshot of exam, study plan, study guides, evaluations, observations, and provided classroom activities and lesson plans indicate that most candidates have sufficient content knowledge; lesson plans provide specific details related to candidates developing lesson plans with correct mathematical concepts.

- *Knowledge Indicator 1*

- *ABCTE Standards Alignment Document(s): Some aligned; a couple of Professional Teaching Knowledge standards provided are misaligned. Reviewer found additional standards that align.*
- *District Candidate Evaluation(s): Candidate evaluations indicate proficiency in content knowledge and pedagogical approaches.*
- *District Candidate Observation(s): Observations provide evidence that Candidates have knowledge of a variety of problem-solving approaches; to include, predicting, organizing, summarizing, categorizing, and self-monitoring.*
- *District Candidate Lesson Plan(s): Lesson plans provide further evidence of a variety of problem-solving approaches across candidates. A couple of candidates provided lesson plans that show a variety of problem-solving approaches, while a good portion provided evidence that focus on procedural understanding.*
- **Knowledge Indicator 2**
 - *ABCTE Standards Alignment Documents: Some misalignment with the ABCTE's General Mathematics Content Area Standards; additional supporting standards found by reviewer.*
 - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
 - *District Candidate Lesson Plan(s): Lesson plan provides evidence of candidate understanding of algebra.*
- **Knowledge Indicator 3**
 - *ABCTE Standards Alignment Documents: Some misalignment with the ABCTE's General Mathematics Content Area Standards; additional supporting standards found by reviewer.*
 - *District Candidate Observations(s): Observation provides evidence that the candidate understands the concepts of Geometry.*
 - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
 - *District Candidate Lesson plan(s): Lesson plan provides evidence of candidate knowledge of content area.*
- **Knowledge Indicator 4**
 - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards provided align to the standard.*
 - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
- **Knowledge Indicator 5**
 - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards provided align to the standard.*

- *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
- **Knowledge Indicator 6**
 - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards provided align to the standard.*
 - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
 - *District Candidate Evaluation(s): Evaluation documented a task that provided evidence that the candidate had an understanding of measurement.*
 - *District Candidate Lesson Plan(s): Lesson plan provides evidence of the candidate's understanding of Calculus content.*
- **Knowledge Indicator 7**
 - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards provided align to the standard.*
 - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
- **Knowledge Indicator 8**
 - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards somewhat align to the standard*
- **Knowledge Indicator 9**
 - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards are completely aligned; no alignment with provided Mathematics Standards.*

Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *ABCTE Mathematics Content Standards*
- *Candidate District Evaluations*
- *Candidate District Lesson Plans*
- *ABCTE Exam Snapshots*
- *ABCTE Content Study Plans*

Performance

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.
2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis

ABCTE Professional Teaching Knowledge Standards do not align to the performance standard.

- *Performance Indicator 1*
 - *SDE Mentor Checklist: Requires a candidate to submit literature review of best practices in the content area, which may have an emphasis on historical context and current development of mathematics in teaching students; however, specific requirements were not provided, nor were the reviewers provided with evidence to examine.*
 - *District Lesson plan(s): One lesson plan describes use of current development of teaching mathematics through using self-paced user-adaptable system MobyMax. Use of current development of mathematics through the use of using Desmos lesson plans.*
 - *District Evaluation(s): Evaluation points to evidence of the TedED videos as current development of teaching mathematics.*
- *Performance Indicator 2*
 - *District Evaluation(s): Evaluation provided evidence that the Candidate applies appropriate and correct mathematical concepts in creating learning experiences.*
 - *District Observation(s): Observation evidence provided that the candidates apply appropriate and correct mathematical concepts in creating learning experiences.*

Sources of Evidence

- *Candidate District Evaluations*
- *Candidate District Observations*

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn mathematics and develop mathematical thinking, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how to make use of students' mathematical development, knowledge,

understandings, interests, and experiences.

2. The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – *Standards Alignment Document(s): provided Professional Teaching Knowledge Standards align with the standard.*

- **Knowledge Indicator 1**
 - *District Observation(s): Provided evidence that candidates are providing instruction on content that is appropriate for the age and educational background of students.*
 - *District Lesson plan(s): Lesson plans provided evidence that candidates are providing instruction on content that is appropriate for age and educational background of the students.*
 - *District Evaluation(s): evaluations provided evidence that candidates are providing instruction on content that is appropriate for age and educational background of the students.*
- **Knowledge Indicator 2**
 - *District Evaluation(s): Evaluations provided evidence of the candidate planning learning activities that respect and value student thinking, ideas and mathematical disposition.*

Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Observations*
- *Candidate District Evaluations*
- *Candidate District Lesson plans*

Performance

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
2. The teacher plans and delivers learning activities that respect and value students' ideas,

ways of thinking, and promotes positive mathematical dispositions.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis – Standards Alignment Documents: Professional Teaching Knowledge
Standards provided do not align with the performance standards.

- *Performance Indicator 1*
 - *District Evaluation(s): Evidence was found when candidates pre-assessed through questioning students' knowledge and utilized tasks that connected new knowledge to past knowledge.*
- *Performance Indicator 2*
 - *District Lesson plan(s): provides evidence that the candidate delivers learning plans that respect and value students' ideas and ways of thinking*
 - *Evaluation(s): Provides evidence that the candidate plans and delivers learning activities promoting positive mathematical dispositions*

Sources of Evidence

- *Candidate District Lesson Plans*
- *Candidate District Evaluations*

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning mathematics and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis –

- *Standards Alignment Documents: Professional Teaching Knowledge Standards provided alignment with the knowledge standards.*
- *District Observation(s): Provides evidence that the candidate created a lesson plan that meets the needs of English Language Learners.*
- *District Evaluation(s): Candidates evaluated on developing and implementing instruction based on the levels of cognitive development of students; provides a variety of appropriately challenging materials and resources. Evaluation provides evidence that teacher candidate creates tasks that extend student thinking across multiple levels.*
- *District Lesson Plan(s): Lesson plan provides evidence of the candidate developing a lesson plan that meets the needs of students; planning to extend students as needed, provide supports to struggling students, and common misconceptions.*

Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Observations*
- *Candidate District Evaluations*
- *Candidate District Lesson Plans*

Performance

1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis

- *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided do not align with the performance standards.*
- *District Observation(s): Provides evidence that the candidate provide English Language Learners with warm-up problems in their native language to increase understanding of academic vocabulary.*
- *District Lesson plan(s): Lesson plan provides evidence of candidate assisting*

students learning mathematics by adapting and changing activities as needed.

- *District Evaluation(s): Evaluation provided evidence of candidate differentiating learning based on students' visual needs.*

Sources of Evidence

- *Candidate District Observations*
- *Candidate District Lesson plans*
- *Candidate District Evaluations*

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows how to formulate or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem-solving approaches.
3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.
4. The teacher knows how to frame mathematical questions and conjectures.
5. The teacher knows how to make mathematical language meaningful to students.
6. The teacher understands inquiry-based learning in mathematics.
7. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).
8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis

- *Knowledge Indicator 1*
 - *ABCTE Standards Alignment Document(s): Professional Teaching Knowledge Standards provided align with the knowledge standards.*
 - *District Evaluation(s): Evaluation provided evidence that candidate provided students opportunities to justify their mathematical reasoning*
 - *District Lesson Plan(s): Lesson plan provides evidence that the candidate has formulated tasks that focus on the algorithm with little to no chances to develop mathematical reasoning.*
- *Knowledge Indicator 2*
 - *District Evaluation(s): Evaluation provides evidence that candidate uses his resources to learn multiple ways to investigate mathematics including problem-solving approaches.*
 - *District Lesson Plan(s): Provides evidence of candidate's ability to provide different instructional strategies for investigative purposes.*
- *Knowledge Indicator 3*
 - *ABCTE Standards: ABCTE's Mathematics Content Standards provided align with the knowledge standards; reviewer found evidence.*
- *Knowledge Indicator 4*
 - *District Evaluation(s): Evaluation provides evidence that candidate is using questioning and discussion techniques.*
- *Knowledge Indicator 5*
 - *District Lesson Plan(s): Lesson plan evidence where the focus was on simple and compound interest with additional examples of exponential functions.*
 - *District Evaluation(s): Evaluation provides evidence that students are engaged in providing explanations*
- *Knowledge Indicator 6*
 - *Misalignment of evidence provided.*
- *Knowledge Indicator 7*
 - *District Observation(s): Provides evidence that candidates use a variety of instructional practices to increase understanding; to include modeling, visuals, hands-on activities, demonstrations, etc.*

- *Knowledge Indicator 8*
 - *District Lesson Plan(s): Lesson plan provides evidence of candidate using appropriate technology for teaching mathematics (SmartBoard, MobyMax).*
 - *District Classroom Activity: Classroom activity provides evidence of candidate using appropriate technology for teaching mathematics using graphing calculator in Desmos activity.*

Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Observations*
- *Candidate District Evaluations*
- *Candidate District Classroom Activity*

Performance

1. The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem-solving approaches.
3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.
4. The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.
5. The teacher uses and encourages the students to use a variety of representations to communicate mathematically.
6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.
7. The teacher uses and involves students in the appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis

Standards Alignment Documents: Professional Teaching Knowledge Standards provided do not align with the performance standards.

- *Performance Indicator 1*
 - *District Candidate Observation(s): Observations provide evidence that candidate creates tasks that elicit problem-solving behavior in students.*
 - *Evaluation(s): Evaluation provided evidence of candidate providing students opportunities to provide their reasoning.*
- *Performance Indicator 2*
 - *District Candidate Observation(s): Provides evidence that candidates use a variety of instructional practices to increase understanding; to include modeling, visuals, hands-on activities, demonstrations, etc.*
 - *District Candidate Evaluation(s): Evaluation notes provide evidence of tasks that support students in investigating and understanding mathematics.*
- *Performance Indicator 3*
 - *District Candidate Observations(s): Evidence found of intuitive, informal exploration by students; no evidence found in regards to formal proof.*
 - *District Candidate Evaluation(s): Evidence found of intuitive, informal exploration by students; no evidence found in regards to formal proof.*
- *Performance Indicator 4*
 - *District Candidate Lesson Plan(s): Provides evidence of the the development of students' use of standard mathematical terms, notations and symbols.*
- *Performance Indicator 5*
 - *District Candidate Lesson Plan(s): Lesson plan provides evidence of candidate engaging students in the use of different representations to explain their mathematical reasoning.*

- *Performance Indicator 6*
 - *District Evaluation(s): evaluations provided evidence that the candidate engages students in explaining their thinking process and appropriate mathematical representations.*
- *Performance Indicator 7:*
 - *District Lesson Plan(s): Provides evidence of using online-based system MobyMax.*
 - *District Classroom Activity: Activity provides evidence of using Desmos-based activity involving use of graphing calculator.*
 - *District Evaluation(s): Provides evidence of the teacher using TedED videos for illustration of mathematical concept.*

Sources of Evidence

- *Candidate District Lesson Plans*
- *Candidate District Evaluations*
- *Candidate District Observations*
- *Candidate District Classroom Activity*

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis –

- *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided align with the knowledge standards.*
- *District Candidate Observation(s): Observations provide evidence that candidates are using appropriate mathematical vocabulary/academic language.*
- *District Lesson Plan(s): Lesson plan provides evidence of the candidate’s knowledge of appropriate mathematical vocabulary/terminology; examples include algebraic vocabulary related to equations.*

Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Observations*
- *Candidate District Lesson Plans*

Performance

1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.
2. The teacher fosters mathematical discourse.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis - Professional Teaching Knowledge Standards provided do not align with the performance standards.

- *Performance Indicator 1*
 - *District Candidate Observation(s): Observation provides evidence that candidate provide opportunities for students to practice and apply new knowledge through the four language domains; reading, writing, speaking and listening.*
- *Performance Indicator 2*
 - *District Candidate Observation(s): Evidence provided of students providing explanations of mathematical reasoning in solving problems, but no true mathematical discourse was observed in observations, evaluations or lesson plans.*

Sources of Evidence

- *Candidate District Observations*

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows how to assess students' mathematical reasoning.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis

- *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided align with the knowledge standards.*
- *Candidate District Lesson Plan(s): Provide evidence of planned assessments.*
- *Candidate District Evaluation(s): Evaluation provides evidence of Candidate plans to modify assessments when necessary for specific students. Evaluation evidence also points to pre- and post-assessments. Another evaluation provides evidence of informal formative assessments.*

Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Lesson plans*
- *Candidate District Evaluations*

Performance

1. The teacher assesses students' mathematical reasoning.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis –

- *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided do not align with the performance standards.*
- *District Candidate Observation(s): Provide evidence of candidates assessing students' mathematical reasoning through formative assessment measures embedded within instruction; i.e. questioning, providing students sentence frames to explain reasoning, etc. Observations provide evidence that Candidates provide regular feedback.*
- *District Candidate Lesson Plan(s); Lesson plans provide evidence of candidate scheduling regular check-ins to determine students' understanding of procedural steps; conducted through individual check-ins, group responses, guiding questions, etc.*
- *District Candidate Evaluation(s): Candidate provides specific and timely guidance - formative assessment. Evidence of candidate walking around the room assessing students' progress. Evaluation provides evidence that candidate utilizes a variety of assessments to determine students' understanding. Candidate has students use assessment results to monitor progress.*

Sources of Evidence

- *Candidate District Observations*
- *Candidate District Lesson Plans*
- *Candidate District Evaluations*

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Knowledge

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands a variety of real-world applications of mathematics.

Standard 11 Connections among Mathematical Ideas	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis –

- *Knowledge Indicator*
 - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided align with the knowledge standards.*
- *Knowledge Indicator 2*
 - *District Candidate Evaluation(s): Candidate can identify important concepts/content topics of the discipline and the relationship/connections between concepts/content topics.*
- *Knowledge Indicator 3*
 - *District Candidate Evaluation(s): Evaluation provides evidence that candidate understands a variety of real-world applications of mathematics and use them in their instruction.*
 - *District Candidate Classroom activity: Classroom activity provides evidence that candidates understand real-life application of mathematics.*

Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Evaluations*
- *Candidate District Classroom activity*

Performance

1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business,

and engineering).

2. The teacher encourages students to identify connections between mathematical strands.
3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

Standard 11 Connections among Mathematical Ideas	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis –

ABCTE Professional Teaching Knowledge Standards provided do not align with the performance standards.

- *Performance Indicator 1*
 - *District Candidate Evaluation(s): Evaluation provides evidence that candidate uses mathematics to solve real-life application problems in other subject areas (like roof reconstruction problems or calculating area to pour concrete for engineering).*
- *Performance Indicator 2*
 - *District Lesson Plan(s): Evidence provided that connects simple and compound interest with bivariate equations, correlations, and graphing.*
- *Performance Indicator 3*
 - *District Classroom activity: Classroom activity provides evidence of candidate using mathematics to describe real-life constructs.*
 - *District Candidate Evaluation(s): Evaluation provides evidence that candidate uses mathematics to describe real-world applications in his instruction.*

Sources of Evidence

- *Candidate District Lesson Plans*
- *Candidate District Classroom Activity*
- *Candidate District Evaluations*

Summary

The ABCTE program focuses primarily on building content knowledge whereas performance and instructional practice appears to be developed through the Clinical Experience (beginning in 2017). There was no Clinical Experience in Math 6-12 provided for reviewers; therefore, reviewers relied heavily on district-provided observations, evaluations, and lesson plans, which provided little consistency for finding evidence of performance standards being met during the review process.

It was evident within the district-level documents received, that candidates' understanding of research-based instructional practice was developed primarily through state-mandated professional learning opportunities, district professional learning opportunities, and individual professional learning based on current research focused on mathematical instructional practice.

Conditional Approved: The majority of the aligned evidence provided was district-level evidence that is not consistent across the state due to differences in district mentor programs. In order to ensure that the program is consistently meeting state performance standards' requirements, reviewers need to see evidence from the mentoring program designed and monitored by ABCTE, for example, evidence from Clinical Experience for specific Math 6-12 content.

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	0
Performance	7	3	4	0

Areas for Improvement

- *Reviewers were unable to view Clinical Experience materials; the assumption is that there is no evidence available for Mathematics at the secondary level at this time due to recent adoption of Clinical Experience piece to ABCTE program.*
- *Reviewers had plenty of evidence from the standards to believe that instructional practices and professional teaching knowledge (that align to CCSSO's Standards for Mathematical practices) in general was addressed; however, there were no instructional practices specific to Math 6-12 content in either set of standards, nor in Clinical Experience Plan.*
- *There is minimal focus on the knowledge of instructional practices that provide opportunities for mathematical discourse between students; no evidence found in the materials provided by ABCTE.*
- *It may be helpful for reviewers to see portfolios that document all the candidate development stages, including classroom activities, lesson plans, observations, personal learning plans, and evaluations in order to ensure that candidate is meeting state standard*

performance indicators intentionally and systematically as opposed to incidental and random occurrence.

Recommended Action for Mathematics

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

DRAFT

IDAHO SCIENCE FOUNDATION STANDARDS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history and nature of science and scientific theories.
2. The teacher understands the science content within the context of the Idaho Science Content Standards within their appropriate certification.
3. The teacher understands the concepts of form and function.
4. The teacher understands the interconnectedness among the science disciplines.
5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.
6. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.
7. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Sufficient evidence that teacher candidate has the knowledge of standard one is evidenced in the candidate’s ability to complete the general content examination. All seven indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. Indicator 6 lacks evidence to demonstrate that the candidate has completed laboratory or field activities. The EPP-provided evidence for indicators 6 and 7 lacks context to establish relevance.

Sources of Evidence

- List of completers for the 2016, ‘17 and ‘18 academic school years (suggests that candidates passed core content knowledge examination).

- *Lesson Plans: numerous lessons were provided that suggest that candidates were producing lesson plans in content with knowledge of the standards above (although none provided insight into Standard 1.6*
- *Alignment Document*
- *Study Guide materials*
- *exams/quizzes*

Performance

1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.
2. The teacher continually adjusts curriculum and activities to align them with new scientific data.
3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.
4. The teacher helps students build scientific knowledge and develop scientific habits of mind.
5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.
6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.
7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.
8. The teacher engages in scientific inquiry in science coursework.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – *Indicators 1, 2, 6, 7, & 8 are all lacking enough evidence to suggest that a candidate is meeting the standard for performance. There are no lesson plans to indicate a student is learning about historical practices or gender equity in science as required in indicator 1. There are no reflective actions provided by educators to show they learn from their experiences as required in indicators 2, 6, and 8. There are observations that provide insight into the success of a candidate with regards to the Danielson framework for*

teaching, which would suggest that a teacher has the ability to adjust teaching in response to data. Lesson plans did not provide evidence that teachers modeled scientific inquiry or creativity, openness, demonstrations and or activities. Lesson plans provide enough evidence that indicators 3-5 are meeting the standard. The EPP is lacking enough evidence to support the performance of the candidate as it relates to standard 1.2.

Sources of Evidence

- *Lesson Plans: numerous lesson plans were provided that suggest that candidates were producing lesson plans with awareness of indicators 3-5.*

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.
2. The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – – *Sufficient evidence that teacher candidate has the knowledge of standard two is evidenced in the candidate’s ability to complete the general content examination. Both standards are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education.*

Sources of Evidence

- *Alignment Document*
- *Study Guide materials*
- *exams/quizzes*

Performance

1. The teacher identifies students’ conceptions and misconceptions about the natural world.
2. The teacher engages students in constructing deeper understandings of the natural world.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis – *There is no evidence of candidate performance for indicators 1 or 2. The lesson plans provided did not identify student conceptions or misconceptions about the natural world or yield examples of ways in which the candidate may have adjusted their teaching or the environment to enhance student natural world conception (indicators one and two). The lesson plans did not allude to the candidate’s ability to engage students or draw them into higher order thinking, although some loose connection could be made to the rigor or the depth of knowledge necessary for learners to participate in some lessons.*

Sources of Evidence

- Lesson Plans

Standard 3: Modifying Instruction for Individual Needs - *The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.*

Standard 4: Multiple Instructional Strategies - *The teacher understands and uses a variety of instructional strategies to develop student learning.*

Knowledge

1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
2. The teacher understands how to implement scientific inquiry.
3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.
4. The teacher understands how to use research based best practices to engage students in learning science.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis –Sufficient evidence that teacher candidate has the knowledge of standard four is evidenced in the candidate’s ability to complete the general content examination. All four indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. Indicator 3 requires the candidate to understand student engagement for individuals and larger group context and this indicator is lacking sufficient evidence. It is also unclear how the candidate uses research based best practices as noted in indicator 4.

Sources of Evidence

- Candidate observations suggest that teacher candidates are proficient
- Candidates qualify for employment suggesting they have passed their examinations
- Lesson plans implement the scientific method

Performance

1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.
2. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.
3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – The EPP provided insufficient evidence to support indicators 1 and 3. Indicator one required the candidate to provide examples of direct application for mathematical derivations (which were loosely captured in two genetics lesson plans) and technology to analyze and interpret and display scientific data. One lesson plan did allude to the use of

technology to record data, otherwise insufficient evidence was provided for indicator three, in particular no evidence was provided toward the development of scientific habits of mind.

Sources of Evidence

- *Lesson plans provided some*
- *Observations allude to candidate's proficiency in applying multiple strategies when teaching.*

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.
3. The teacher understands technical writing as a way to communicate science concepts and processes.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – *The EPP has provided sufficient evidence that teacher candidate has the knowledge of standard six, as evidenced in the candidate's ability to complete the general content examination. All three indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. Sufficient evidence is lacking to support that a candidate is able to apply this knowledge.*

Sources of Evidence

- *Alignment Document*
- *Study Guide materials*
- *exams/quizzes*

Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – EPP evidence, provided insufficient support for indicators 1-4. Indicator one required the candidate to model direct application for their students. Indicators 2-4 required the candidate to engage learners in the same context and through the use of the same technological and scientific writing. No evidence provided context to these indicators.

Sources of Evidence

- Lesson plans: multiple lesson plans provided opportunity for students to experience scientific methods and practices, but no evidence was provided that students were reflecting, or observing a candidate who utilized these indicators in their teaching.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the importance of keeping current on research related to how

students learn science.

2. The teacher understands the importance of keeping current on scientific research findings.

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – The EPP has provided sufficient evidence that teacher candidate has the knowledge of standard nine, as evidenced in the candidate’s ability to complete the general content examination. Both indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education.

Sources of Evidence

- Alignment Document
- Study Guide materials
- exams/quizzes

Performance

1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.
2. The teacher incorporates current scientific research findings into science curriculum and instruction.

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – The EPP provided insufficient evidence for both indicators. Indicators one and two are not evidenced in observations or lesson plans. Candidates have not shown a utilization of research in their lesson plan development or in their curricular design (no unit plans or assessments or assignments were provided).

Sources of Evidence

- Lesson Plans
- Observations

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safe Learning Environment - The science teacher provides for a safe learning environment.

Knowledge

1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.
2. The teacher is aware of available resources and standard protocol for proper disposal of waste materials.
3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.
4. The teacher is aware of legal responsibilities associated with safety.
5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.
6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Standard 11 Safe Learning Environment	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 11, as evidenced in the candidate's ability to complete the general content examination. All six indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education.

Sources of Evidence

- *Alignment Document*
- *Study Guide materials*
- *Exams/quizzes*

Performance

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.
2. The teacher creates and ensures a safe learning environment by including appropriate

documentation of activities.

3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.
4. The teacher models safety at all times.
5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.
6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.
7. The teacher evaluates lab and field activities for safety.
8. The teacher evaluates a facility for compliance to safety regulations.
9. The teacher uses safety procedures and documents safety instruction.
10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.
11. The teacher implements laboratory, field, and demonstration safety techniques.

Standard 11 Safe Learning Environment	Unacceptable	Acceptable	Exemplary
11.2 Performance	X		

11.2 Analysis – The EPP has provided insufficient evidence to support indicators 1-10 of Standard 11. This standard requires that a teacher created, models, and evaluates safe practices in their learning environment. Lesson plans and observations did not provide evidence of candidate performance directly related to any of the ten indicators.

Sources of Evidence

- Observations
- Lesson Plans

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a broad range of laboratory and field techniques.
2. The teacher knows strategies to develop students' laboratory and field skills.

Standard 12 Laboratory and Field Activities	Unacceptable	Acceptable	Exemplary
12.1 Knowledge		X	

12.1 Analysis – The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 12, as evidenced in the candidate's ability to complete the general content examination. Indicators in the ABCTE **sample alignment document** suggest that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. *Indicator two requires that a candidate knows strategies to develop lab and field skills; there is no evidence to indicate that a candidate has a pool of strategies to develop learners.

Sources of Evidence

- Alignment Document
- Study Guide materials
- Exams/quizzes

Performance

1. The teacher engages students in a variety of laboratory and field techniques.
2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Standard 12 Laboratory and Field Activities	Unacceptable	Acceptable	Exemplary
12.2 Performance	X		

12.2 Analysis – The EPP has provided insufficient evidence to support indicators 1 and 2. Lesson plans do not provide sufficient evidence that students are engaged in lab or field techniques of

any type, nor are candidates using a variety of instructional strategies in lab or field experiences as required in indicators 1 and 2.

Sources of Evidence

- Lesson Plans
- Observations

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7		7	
Performance	7	7		

Areas for Improvement

- *The EPP relies on local school districts and their mentor/evaluator to complete the Interim Certificate requirements from the State of Idaho. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature, and Portfolio are all aspects of the candidate’s process in achieving completer status. The current program has two parts; and for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. A system for collecting evidence from EPP candidates and school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*
- *In general, there is no evidence to support that a candidate has any of the skills or experience necessary to safely and adequately set up and run a laboratory experience for learners. The ABCTE test framework and study materials, as well as the format of multiple-choice testing, did not reveal a laboratory safety component or any real-life experiential learning. In addition, there was a lack of performance materials from candidates in the form of laboratory exercises, notebooks, and or safety training examples.*

Recommended Action for Idaho Foundation Standards for Science Teachers

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR BIOLOGY TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.
2. The teacher knows the currently accepted taxonomy systems used to classify living things.
3. The teacher understands scientifically accepted theories of how living systems evolve through time.
4. The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.
5. The teacher knows biochemical processes that are involved in life functions.
6. The teacher knows that living systems interact with their environment and are interdependent with other systems.
7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.
8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.
9. The teacher understands how matter and energy flow through living and non-living systems.
10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 1, as evidenced in the candidate’s ability to complete the general content examination. Indicators in the ABCTE **sample alignment document** suggest that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education.

Sources of Evidence

- *Alignment Document*
- *Study Guide materials*
- *Exams/quizzes*

Performance

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.
2. The teacher assists students in gaining an understanding of the ways living things are interdependent.
3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.
4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.
6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.
7. The teacher helps students understand the ways living organisms are adapted to their environments.
8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.
9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.
10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.
11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, and burning fossil fuels).
12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – The EPP has not provided sufficient evidence for indicators 2, 3, 6, 7, 8, 9 or 11. Indicators 1, 4, 5, 10 and 12 were addressed through Lesson Plan submissions. The quality of the lesson plan samples varies. The score of unacceptable is due to a lack of evidence for each indicator due to a lack of volume of lesson plans, and a lack of other types of evidence such as assignments, assessments, unit plans, etc. Without candidate portfolio data, or data from student surveys, etc., there are too many indicators (7 out of 12) that are not covered with the given lesson plan examples.

Sources of Evidence

- Lesson Plans

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Areas for Improvement

- *The EPP relies on local school districts and their mentor/evaluator to complete the Interim Certificate requirements from the State of Idaho. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature, and Portfolio are all aspects of the candidate's process in achieving completer status. The current program has two parts; and for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. A system for collecting evidence from EPP candidates and school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*
- *In general, there is no evidence to support that a candidate has any of the skills or experience necessary to safely and adequately set up and run a laboratory experience for learners. The ABCTE test framework and study materials, as well as the format of multiple-choice testing, did not reveal a laboratory safety component or any real-life experiential learning. In addition, there was a lack of performance materials from candidates in the form of laboratory exercises, notebooks, and or safety training examples.*

Recommended Action for Biology Teachers

- Approved
- Conditionally Approved
- Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.
3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.
5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS
6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).
7. The teacher can identify and quantify changes in energy and structure.
8. The teacher understands the historical development of atomic and molecular theory.
9. The teacher knows basic chemical synthesis to create new molecules.
10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.
11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.
12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.
13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).
14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.

15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.
16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 1, as evidenced in the candidate’s ability to complete the general content examination. Indicators in the ABCTE **sample alignment document** suggest that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. Indicator three: “The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process” suggests that a candidate would have knowledge and display that knowledge through a demonstration. There is not enough evidence in the sample alignment or study guide to suggest a candidate would be tested on ability to demonstrate.*

Sources of Evidence

- *Alignment Document*
- *Study Guide materials*
- *Exams/quizzes*

Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.
2. The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).
3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.
4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.

5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.
6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.
7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.
8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.
9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.
10. The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.
11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.
12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.
13. The teacher helps the student understand the quantitative behavior of gases.
14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.
15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.
16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.
17. The teacher helps the student understand and predict the properties and reactions of acids and bases.
18. The teacher helps the student understand chemical equilibrium in solutions.
19. The teacher helps the student understand and use chemical kinetics.

20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.
21. The teacher helps the student learn the basic organizing principles of organic chemistry.
22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.
23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.
24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.
25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.
26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.
27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – The EPP did not provide sufficient evidence to support the 27 indicators that are present in Standard 1. There were no lesson plans provided that were directly associated with Chemistry teaching. Observations that spoke to the specific indicators in this standard for performance were not provided as evidence. Because all 27 indicators require specific chemistry lessons that were not provided for in the candidate lessons or observations, the finding for this standard is unacceptable.

Sources of Evidence

- Observations

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Areas for Improvement

- *The EPP relies on local school districts and their mentor/evaluator to complete the Interim Certificate requirements from the State of Idaho. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature, and Portfolio are all aspects of the candidate's process in achieving completer status. The current program has two parts; and*

for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. A system for collecting evidence from EPP candidates and school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.

- *In general, there is no evidence to support that a candidate has any of the skills or experience necessary to safely and adequately set up and run a laboratory experience for learners. The ABCTE test framework and study materials, as well as the format of multiple-choice testing, did not reveal a laboratory safety component or any real-life experiential learning. In addition, there was a lack of performance materials from candidates in the form of laboratory exercises, notebooks, and or safety training examples.*

Recommended Action for Chemistry Teachers

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR PHYSICS TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.
3. The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.
4. The teacher understands contemporary physics events, research, and applications.
5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.
6. The teacher knows the historical development of models used to explain physical phenomena.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – – *The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 1, as evidenced in the candidate’s ability to complete the general content examination. Indicators in the ABCTE **sample alignment document** suggest that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. All six indicators are accounted for in the cross-walk document and the study guide materials.*

Sources of Evidence

- *Alignment Document*
- *Study Guide materials*
- *Exams/quizzes*

Performance

1. The teacher engages students in developing and applying conceptual models to describe the natural world.
2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.
4. The teacher engages students in the examination and consideration of the models used to explain the physical world.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – The EPP provided insufficient evidence to support a candidate’s ability to perform indicators 1-4 in standard one. Lesson plans provided some insight into the candidate’s ability to teach physics concepts, but indicators 1-4 require evidence of testing, evaluating, developing and applying through engagement with students in the classroom and laboratory environments. The evidence provided was insufficient in covering these indicators. It would be helpful to see laboratory procedures, student work, IPLP’s, etc., to triangulate the teacher’s engagement with student learning or environmental models.

Sources of Evidence

- Lesson Plans
- Observations

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that

encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Areas for Improvement

- *The EPP relies on local school districts and their mentor/evaluator to complete the Interim Certificate requirements from the State of Idaho. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature, and Portfolio are all aspects of the candidate's process in achieving completer status. The current program has two parts; and for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. A system for collecting evidence from EPP candidates and school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*
- *In general, there is no evidence to support that a candidate has any of the skills or experience necessary to safely and adequately set up and run a laboratory experience for learners. The ABCTE test framework and study materials, as well as the format of multiple-choice testing, did not reveal a laboratory safety component or any real-life experiential*

learning. In addition, there was a lack of performance materials from candidates in the form of laboratory exercises, notebooks, and or safety training examples.

Recommended Action for Physics

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

DRAFT

IDAHO SOCIAL STUDIES FOUNDATION STANDARDS

Standard #1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Knowledge

1. The teacher understands the influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of learner environment on student learning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge	X		

1.1 Analysis – *Based on Study Guides and Observation reports for Standard 1: Learner development, the EPP demonstrated insufficient evidence of candidate knowledge of learner development. Provided artifacts indicate that knowledge is introduced, however, a full demonstration of candidate knowledge was not established in provided evidence.*

Sources of Evidence

- PTK Study Guides
- Observation Reports

Performance

1. The teacher provides opportunities for learners to engage in civic life, politics, and government.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis - *Based on Lesson Plans Standard 1.2: Learner development, the EPP demonstrated insufficient evidence of candidate providing opportunities for learners to engage in civic life, politics, and government. Provided artifacts indicate that candidates are aware of civic life, politics and government being important, however a full demonstration of candidate performance was not demonstrated in provided evidence.*

Sources of Evidence

- Lesson Plan

Standard #2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Standard #3: Learning Environments. *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Standard #4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).
2. The teacher understands how and why various governments and societies have changed over time.
3. The teacher understands how and why independent and interdependent systems of trade and production develop.
4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.
5. The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.
6. The teacher understands how geography affects relationships between people, and environments over time.
7. The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis - Based on provided evidence, Study Guides, Lesson Plans, and Observation Reports, the EPP demonstrated adequate evidence that candidates are prepared to meet Standard 4.1 Content Knowledge.

Sources of Evidence

- Content Study Guides
- Lesson Plan – Elementary Social Studies, not secondary
- Observation Reports

Performance

1. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.
2. The teacher incorporates methods of inquiry and scholarly research into the curriculum.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – Based on provided Lesson Plans, Standard 4.2: Content Knowledge performance, the EPP demonstrated insufficient evidence of candidate providing instruction in comparing and contrasting various governments and cultures in terms of their diversity, commonalties, and interrelationships. Provided artifacts indicate that candidates are aware of incorporating methods of inquiry and scholarly research into the curriculum; however, a full demonstration of candidate performance was not established in provided evidence.

Sources of Evidence

- Lesson Plan

Standard #5: Application of Content. *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Knowledge

1. The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.
2. The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge	X		

5.1 Analysis - Based on lesson plans, Standard 5.1: Application of Content, the EPP demonstrated insufficient evidence of candidate incorporating current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them. Provided artifacts indicate that candidates are aware of how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts being important, however, a full demonstration of candidate application of content was not established in provided evidence.

Sources of Evidence

- Content Study Guides
- Lesson Plan

Performance

1. The teacher demonstrates and applies chronological historical thinking.
2. The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.
3. The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – Based on Study Guides and Observation reports Standard 5.2: Application of Content, the EPP demonstrated insufficient evidence of candidate knowledge of integrating knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence. Provided artifacts indicate that knowledge is introduced; however, a full demonstration of candidate knowledge was not established in provided evidence.

Sources of Evidence

- Content and PTK Study Guides
- Lesson Plan – Elementary Social Studies, not secondary

Standard #6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Standard #7: Planning for Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Standard #8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Knowledge

1. The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge	X		

8.1 Analysis - *Based on Study Guides and Observation reports provided for Standard 8.1: Instructional Strategies, the EPP demonstrated insufficient evidence of candidate knowledge of strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards. Provided artifacts indicate that knowledge is introduced; however, a full demonstration of candidate knowledge was not established in provided evidence.*

Sources of Evidence

- PTK Study Guides

Performance

1. The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance	X		

8.2 Analysis – *Provided lesson plans and observation reports did not demonstrate evidence of performance standard 8.1 Instructional Strategies. Provided evidence in observation reports was not Social Studies or History relevant and did not offer examples of being consistent with approved 6-12 standards for Social Studies Foundation standards.*

Sources of Evidence

- Lesson Plans
- Observation Reports

Standard #9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Standard #10: Leadership and Collaboration. *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Summary

The EPP provided evidence shows an overall focus on content knowledge and artifacts provided strong evidence, unfortunately, the amount of artifacts did not provide full evidence. Performance data was provided, but was incomplete. The evidence does show preparation and that knowledge is provided, with a general trend towards acceptable. Performance and practice evidence were not covered as well. This is largely due to the separation of duties between the American Board and School Districts and the lack of systems to gather needed evidence for review.

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4	3	1	
Performance	4	4		

Areas for Improvement

- *Due to the existing separation of responsibilities between the American Board and Idaho School Districts, many forms of evidence were unavailable, such as candidate interviews, principal interviews PK-12, and candidate portfolios. A system for collecting evidence from School Districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*

Recommended Action for Foundation of Social Studies

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

DRAFT

IDAHO STANDARDS FOR HISTORY TEACHERS

Standard #1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Standard #2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Standard #3: Learning Environments. *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Standard #4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Knowledge

1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
3. The teacher understands how international and domestic relations impacted the development of the United States of America.
4. The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.
5. The teacher understands the political, social, cultural, and economic development of the United States of America.
6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.
7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis -Based on provided evidence, Study Guides, Lesson Plans, and Observation Reports, the EPP demonstrated adequate evidence that candidates are prepared to meet Standard 4.1 Content Knowledge.

Sources of Evidence

- PTK Study Guides
- Lesson Plan – Elementary Social Studies, not secondary
- Observation Reports

Performance

1. The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.
2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
3. The teacher facilitates student inquiry regarding international relationships.
4. The teacher relates the role of compromises and conflicts to continuity and change across time.
5. The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.
6. The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis - Based on lesson plans provided, Standard 4.2: Content Knowledge performance, the EPP demonstrated insufficient evidence of candidate providing comparing and contrasting various governments and cultures in terms of their diversity, commonalities, and interrelationships. Provided artifacts indicate that

candidates are aware that the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, however, a full demonstration of candidate performance was not established in provided evidence.

Sources of Evidence

- Lesson Plan
- Observation Reports

Standard #5: Application of Content. *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Standard #6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Standard #7: Planning for Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Standard #8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Standard #9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Standard #10: Leadership and Collaboration. *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Summary

The EPP provided evidence shows an overall focus on content knowledge, performance data was provided, but was incomplete. The evidence does show preparation and that knowledge is provided. Performance and practice evidence were not covered as well. This is largely due to the separation of duties between the American Board and School Districts and the lack of systems to gather needed evidence for review.

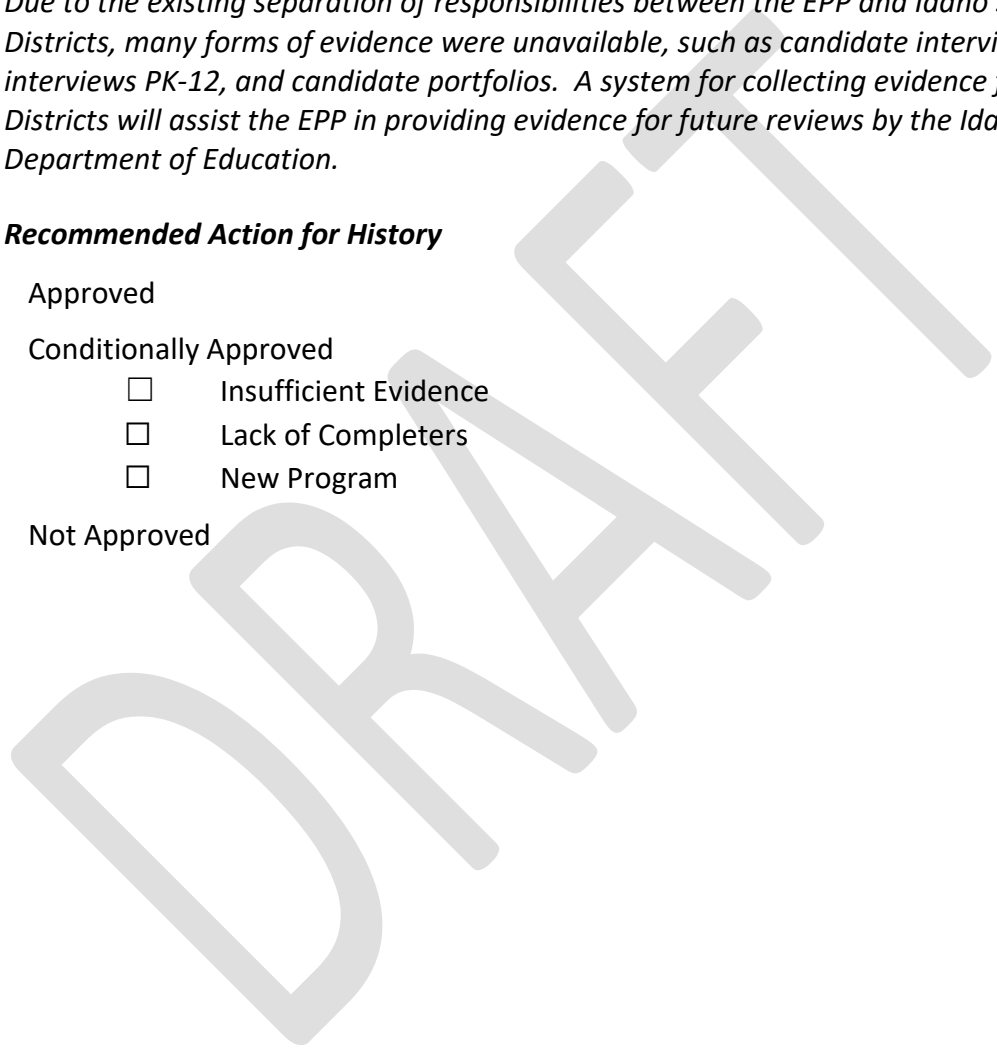
Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Areas for Improvement

Due to the existing separation of responsibilities between the EPP and Idaho School Districts, many forms of evidence were unavailable, such as candidate interviews, principal interviews PK-12, and candidate portfolios. A system for collecting evidence from School Districts will assist the EPP in providing evidence for future reviews by the Idaho State Department of Education.

Recommended Action for History

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved



IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.
2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).
3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance	x		

1.2 Analysis – Based on District Lesson Plans and District Observations provided for Standard 1: Learner Development, candidates implement challenging learning experiences through lesson plans by utilizing a variety of texts including literature, poetry, and digital media. The available EPP evidence shows candidates engaging adolescents from grades 6-12 with both classic and contemporary texts; however, only two types of evidence were provided to demonstrate performance. The evidence lacked information regarding composing texts in a wide range of genres and formats, specifically non-fiction texts.

Sources of Evidence

- Lesson Plans
- Observations

Standard 2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief,

sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

2. Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance	x		

2.2 Analysis – *The EPP provided two types of evidence for Standard 2: Learning Difference—district observations and lesson plans. Based on these types of evidence, candidates demonstrate an understanding of individual differences and ensuring an inclusive learning environment; however, the EPP not only provided insufficient types of evidence, but also did not demonstrate candidates specifically designing and implementing instruction relative to students' cultural backgrounds and language practices for a variety of audiences and purposes. The PTK assessment provided evidence of knowledge, but not classroom practice.*

Sources of Evidence

- Observations
- Lesson Plans

Standard 3: Learning Environments - *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Performance

1. Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance	X		

3.2 Analysis – *The EPP provided district lesson plans and a district observation for Standard 3: Learning Environments. In these two pieces of evidence, candidates demonstrate an indication*

of individual and collaborative learning, along with active engagement; however, the EPP did not provide any type of evidence demonstrating the candidates using data to guide classroom instruction to help students become self-motivated and actively assume responsibility of their own ELA learning.

Sources of Evidence

- Lesson Plans
- Observation

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.
2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.
3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.
4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		x	

4.2 Analysis – District observations, district lesson plans, and ABCTE ELA Standards for Standard 4: Content Knowledge provide sufficient evidence that candidates understand and demonstrate fundamental concepts of ELA, including literary terms and grammar.

Sources of Evidence

- Observations
- Lesson plans
- ELA Standards

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.
2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.
4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance	x		

5.2 Analysis – Based strictly on district lesson plans for Standard 5: Application of Content, candidates demonstrate an understanding of how to connect literary concepts to authentic local and global issues; however, the EPP did not provide enough variety of evidence that demonstrated instruction related to the strategic use of language conventions, candidates designing and implementing instruction related to a breadth and depth of texts. In addition,

there was limited evidence of students actively participating in global conversations. Because there is only one type of evidence for this standard, the evidence is not substantiated.

Sources of Evidence

- Lesson Plans

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.
4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance	x		

6.2 Analysis – *Based solely on district lesson plans and observations for Standard 6: Assessment, candidates conduct assessments; however, the EPP provided only two types of evidence that demonstrate multiple methods of assessments. There was limited evidence of candidates designing assessments, evaluating results, or using data to guide curriculum. The evidence also did not indicate how candidates respond to student writing, nor communicating with students regarding their performance to involve them in the process.*

Sources of Evidence

- Lesson Plans
- Observations

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance	x		

7.2 Analysis – There were only two types of evidence available. Based on solely district observation and lesson plans for Standard 7: Planning for Instruction, candidates demonstrate and draw upon knowledge of content areas and cross-disciplinary skills in order to utilize a range of different texts across genres, periods, and cultures; however, the EPP evidence types

provided do not provide enough examples of individual student support nor reflect knowledge of current teaching and reading theory.

Sources of Evidence

- Observations
- Lesson Plans

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media., and knowledge about students' linguistic and cultural backgrounds.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance	x		

8.2 Analysis – Based strictly on district lesson plans and observations for Standard 8: *Instructional Strategies, candidates utilize a variety of instructional strategies to engage students and encourage a deeper understanding of content; however, the EPP did not provide a variety of evidence demonstrating candidates identifying resources specific to effective literacy instruction and implementing instruction. In the two pieces of evidence, there was little proof of candidates demonstrating a variety of instructional strategies in conjunction with knowledge about students' cultural backgrounds.*

Sources of Evidence

- Lesson Plans
- Observations

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety

of experiences related to ELA and reflect on their own professional practices.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance	x		

9.2 Analysis – *There was only one piece of evidence for Standard 9: Professional Learning and Ethical Practice—district observations. The available evidence suggests candidates are engaged in ongoing professional development and reflection of teaching practices. However, the evidence provided is limited to district observations, primarily in administrator and candidate discussions, and does not indicate consistent candidate self-evaluation and practice adaptation.*

Sources of Evidence

- Observations

Standard 10: Leadership and Collaboration - *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Performance

1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance	x		

10.2 Analysis – *Based completely on district observations and lesson plans for Standard 10: Leadership and Collaboration, candidates are involved in appropriate leadership roles and collaborate with colleagues and administrators. The EPP did not provide a variety of evidence that reflects candidates participating in leadership roles. Within the available evidence, there is little proof of candidate involvement and collaboration within the community and learners’ families.*

Sources of Evidence

- *Observations*
- *Lesson Plans*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	0	N/A	N/A	N/A
Performance	10	9	1	0

Areas for Improvement

Through review of the performance indicators, it appears that EPP candidates have a strong background in their content area; however, because of the EPP design, it is difficult to assess candidate performance. Performance data was provided, but was incomplete. Many of the pieces of evidence come from a district level and not directly from the EPP, largely due to the separation of duties between the EPP and school districts. Evaluating more lesson plans, conducting interviews with 6-12 ELA candidates, and examining assessments and activities would provide additional evidence needed for approval. Implementing a standardized district level program that works in concert with the EPP in addition to the Clinical Experience may assist and help candidates meet the Idaho ELA performance standards.

Recommended Action for English Language Arts

- Approved
- Conditionally Approved
- Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Knowledge

1. The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.
2. The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
3. The teacher understands how exceptionalities can interact with development and learning.

<i>Standard 1 Learner Development and Individual Learning Differences</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – EPP provides sufficient evidence for indicators (1), (2) and (3) to demonstrate that the program is designed to meet the standard. Evidence includes observation of a candidate, review of district lesson plans and review of course syllabi.

Sources of Evidence

- *Candidate Observation*
- *District Lesson Plans*
- *Syllabi - Standards 2.1.01, 2.1.02, 2.1.03 and 2.1.04 of EPP's Clinical Experience Observation Standards - language refers to demonstrating knowledge of exceptionalities and acting on this knowledge to provide meaningful learning experiences.*

Performance

1. The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.
2. The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

Standard 1 Learner Development and Individual Learning Differences	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – Observation of candidate and candidate lesson plans provide insufficient evidence that candidates demonstrate an adequate knowledge of how exceptionalities may interact with development and learning and how to use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Sources of Evidence

- Candidate Observation
- Candidate District Lesson Plans

Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
2. The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
3. The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
4. The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g. positive behavioral supports, functional behavioral assessment and behavior plans).

Standard 2 Learning Environments	Unacceptable	Acceptable	Exemplary
2.1 Knowledge	X		

2.1 Analysis – EPP provides insufficient evidence for indicators (1), (2), (3) and (4) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not

make it clear that “The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.”

Sources of Evidence

- *Syllabi - Standards 1.1.05, 1.2.05, 1.3.06 and 1.3.08 of EPP’s Clinical Experience Observation Standards - language refers to behavioral safeguards, collaboration and meaningful learning activities.*
- *Candidate Interview*

Performance

1. The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.
2. The teacher modifies learning environments for individual needs and regards an individual’s language, family, culture, and other significant contextual factors and how they interact with an individual’s exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.
3. The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.
4. The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

Standard 2 Learning Environments	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis – *Observation of candidate and candidate lesson plans provide insufficient evidence that candidates demonstrate an adequate knowledge of learning environments that individuals with exceptionalities become active and effective learners..*

Sources of Evidence

- *Candidate Observation*
- *Candidate District Lesson Plans*

Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge

1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 3 Curricular Content Knowledge	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – EPP provides sufficient evidence for indicators (1), (2) and (3) to demonstrate that the program is designed to meet the standard. Written evidence and observations make it clear that “The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.”

Sources of Evidence

- Syllabi - Standards 1.2.05, 1.3.06, 1.3.08, 2.1.01, 3.2.01, 3.2.06, 3.2.07, 3.3.06, and 3.3.09 of EPP’s Clinical Experience Observation Standards - language refers to modifying general and specialized curricula to make them accessible to individuals with exceptionalities; develop meaningful learning progressions for individuals with exceptionalities.
- District Observation Evidence
- Candidate District Lesson Plans

Performance

1. The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.
2. The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.
3. The teacher uses a variety of specialized curricula (e.g., academic, strategic, social,

emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 3 Curricular Content Knowledge	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Observation of candidate, district observation evidence and candidate district lesson plans provide sufficient evidence that candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Sources of Evidence

- District Observation Evidence
- Candidate Observation
- Candidate District Lesson Plans

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions

Knowledge

1. The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.
2. The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.
3. In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.
4. The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
5. The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.
6. The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).
7. The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with

exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Standard 4 Assessment	Unacceptable	Acceptable	Exemplary
4.1 Knowledge	X		

4.1 Analysis – EPP provides insufficient evidence for indicators (1), (2), (3), (4), (5), (6) and (7) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not make it clear that “The teacher uses multiple methods of assessment and data-sources in making educational decisions”

Sources of Evidence

- Syllabi - Standards 2.2.04, 3.1.01, 3.1.02, 3.1.03, 3.1.04, 3.1.05, 3.1.06, 3.1.07, 3.3.02, 3.3.03, 3.3.05, 3.3.07, 3.3.08, 3.3.10 and 3.4.03 of EPP’s Clinical Experience Observation Standards - language refers to using multiple methods of assessment and data sources and interpreting assessment results to guide educational decisions for individuals with exceptionalities.
- District Observation Evidence

Performance

1. The teacher regularly monitors the learning progress of individuals with exceptionalities In both general and specialized content and makes instructional adjustments based on these data.
2. The teacher gathers background information regarding academic, medical, and social history.
3. The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.
4. The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.
5. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 4 Assessment	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – District observation evidence and candidate district lesson plans provide insufficient evidence that candidates use multiple methods of assessment and data-sources in making educational decisions.

Sources of Evidence

- District Observation Evidence
- Candidate District Lesson Plans

Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Knowledge

1. The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.
3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.
5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.
7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking,

creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.

9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Standard 5 Instructional Planning and Strategies	Unacceptable	Acceptable	Exemplary
5.1 Knowledge	X		

5.1 Analysis – EPP provides insufficient evidence for indicators (1), (2), (3), (4), (5), (6), (7), (8) and (9) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not make it clear that “The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.”

Sources of Evidence

- Syllabi - Standards 1.3.08, 2.1.01, 2.2.01, 2.2.03, 2.2.05, 2.4.11, 3.2.06, 3.2.07, 3.3.02, 3.3.03, 3.3.07, 3.3.10, 4.1.01 and 4.1.02 of EPP’s Clinical Experience Observation Standards - language refers to enhancing 21st Century student outcomes, understanding available technologies, and knowledge of teaching cross-disciplinarily.
- District Observation Evidence

Performance

1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.
2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.
3. The teacher matches their communication methods to an individual’s language proficiency and cultural and linguistic differences.
4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.

5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.
6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Standard 5 Instructional Planning and Strategies	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – Observation of candidate and district observation evidence provide insufficient evidence that candidates select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Sources of Evidence

- District Observation Evidence
- Candidate Observation

Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Knowledge

1. The teacher understands how foundational knowledge and current issues influence -professional practice.
2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.
4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.
5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

Standard 6 Professional Learning and Ethical Practices	Unacceptable	Acceptable	Exemplary
6.1 Knowledge	X		

6.1 Analysis – – *EPP provides insufficient evidence for indicators (1), (2), (3), (4) and (5) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not make it clear that “The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.”*

Sources of Evidence

- *Syllabi - Standards 1.1.02, 1.2.01, and 1.2.06 of EPP’s Clinical Experience Observation Standards - language refers to ethical principles and practice standards; mentoring and professional learning communities; and maintenance of legal records as required by federal and state law.*
- *District Observation Evidence*

Performance

1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
2. The teacher provides guidance and direction to para-educators, tutors, and volunteers.
3. The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.
4. The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

Standard 6 Professional Learning and Ethical Practices	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – *Observation of candidate, district observation evidence and candidate district lesson plans provide insufficient evidence that candidates use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.*

Sources of Evidence

- *District Candidate Observation*
- *Candidate District Lesson Plans*

Standard 7: Collaboration – *The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.*

Knowledge

1. The teacher understands the theory and elements of effective collaboration.
2. The teacher understands how to serve as a collaborative resource to colleagues.
3. The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
4. The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.
6. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Standard 7 Collaboration	Unacceptable	Acceptable	Exemplary
7.1 Knowledge	X		

7.1 Analysis – – *EPP provides insufficient evidence for indicators (1), (2), (3), (4), (5) and (6) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not make it clear that “The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.”*

Sources of Evidence

- *Syllabi - Standards 1.2.04, 1.2.05, 1.3.01, 1.3.06, 1.3.08, 2.2.01, 2.2.04 and 2.2.05 of EPP’s Clinical Experience Observation Standards - language refers to all aspects of collaboration, from theory to use, to best address the needs of individuals with exceptionalities across of range of learning experiences.*
- *District Observation Evidence*

Performance

1. The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
2. The teacher collaborates with related-service providers, other educators including special education para-educators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.
3. The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

Standard 7 Collaboration	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

7.2 Analysis – *District observation evidence and candidate observation provide insufficient evidence that candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.*

Sources of Evidence

- *District Observation Evidence*
- *Candidate Observation*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	5	2	
Performance	7	6	1	

Areas for Improvement

- *Due to the current separation of responsibilities between the American Board and Idaho School Districts, many forms of evidence were unavailable, such as candidate interviews, principal interviews, and candidate portfolios. A system for collecting evidence from school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*
- *A clinical experience portfolio detailing Special Education document preparation competency and knowledge would assist ABCTE in providing evidence for future reviews. This information may help communicate the depth of standards knowledge and performance of the American Board candidates.*
- *Evidence documenting the design and use of assessment data and data collection practices as listed in Standard 4, would assist ABCTE in providing evidence for future reviews by the Idaho State Department of Education enabling reviewers to better understand the depth of knowledge and performance of the American Board candidates.*

Recommended Action for Exceptional Child Generalists

- Approved
- Conditionally Approved
- Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR LITERACY TEACHERS

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – No evidence was provided that show candidates design and implement developmentally and challenging learning experiences based on research. No evidence was provided by the EPP to support candidates obtain the knowledge of the developmental progression for writing and use of assessments in writing. There is sufficient evidence candidates have the knowledge of standard one for the reading progression as evidenced by a candidate’s ability to pass the reading content examination. The ABCTE Reading Content Standards domains 2 through 7 address use of assessments in reading, while domain 8 addresses differentiated instruction. Evidence provided by EPP was sufficient to show knowledge for reading assessment and instruction to meet the diverse needs of students.

Sources of Evidence

- ABCTE Reading Content Standards-Domains 2-7 address use of assessments, last domain addresses differentiated reading instruction
- ABCTE Practice Exam/Section Quizzes
- List of completers for the 2016-18 academic school years (suggests that students passed core content knowledge examination)
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.
3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis – *The EPP did not provide sufficient evidence for performance indicators 1 through 4. No evidence was provided by the EPP about their candidates' dispositions in the areas of fair-mindedness, empathy, and ethical behavior while working with other teachers and students. The EPP provided some evidence with the reading content standards to support performance indicator 2. Domain 1 of the reading content standards specifically addresses the relationship between a student's socioeconomic background and their reading achievement. Assuming a student has successfully passed the reading exam he/she should have the knowledge mentioned in performance indicator 2. The EPP did not provide evidence that candidates link home and school in the areas of literacy as mentioned in performance indicator 3. Finally, the EPP did not provide evidence about how candidates adapt instructional materials to meet the needs of English learners and other students who struggle to acquire literacy skills and strategies.*

Sources of Evidence

- *ABCTE Reading Content Standards-Domain 1*
- *ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM*
- *ABCTE Practice Exam/Section Quizzes*
- *List of completers for the 2016-18 academic school years (suggests that students passed core content knowledge examination)*

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.
2. Modify the arrangements to accommodate students’ changing needs.
3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.
4. Create supportive environments where English learners are encouraged and given many opportunities to use English.
5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance	X		

3.2 Analysis – No evidence was provided for performance indicators 1 or 2 showing candidates are able to arrange instructional materials and modify the arrangements based on students’ changing needs. No evidence was provided for performance indicators 3 and 4 to show candidates create supportive environments for struggling readers and English learners. No evidence was provided for performance indicators 5 and 6 to demonstrate candidates understand the role of routines in reading and writing instruction and successfully create routines for all learners. General classroom management and routines were discussed in the study guide. The routines were not specific to acquiring literacy skills and strategies.

Sources of Evidence

- ABCTE Reading Content Standards
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM

- *ABCTE Practice Exam/Section Quizzes*

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.
6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.
7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis –For performance indicator 1, the EPP provided the reading content standards and the aligned practice exam/quizzes. This evidence shows candidates have the knowledge of

major reading theories. There is insufficient evidence to demonstrate candidate's knowledge of writing theory. There is no evidence to show the application of this knowledge to understand the needs of all readers. For performance indicator 2, no evidence was provided to show candidates analyze their classroom environment so that students are motivated to read and write. The EPP provided evidence for performance indicator 4 to show candidates understand the literature and research about factors that contribute to reading success through the reading content standards and study guide. For performance indicator 5, the EPP was able to provide evidence through the study guide and reading content standards that their candidates have knowledge of the variables impacting text complexity. There was no evidence provided to demonstrate candidates use this knowledge about text complexity to analyze classroom materials. No evidence was provided for performance indicator 6 to show candidates consider the literacy skills and strategies demanded for online reading, comprehension, and research. For performance indicator 7, the EPP provided sufficient evidence that candidates have the knowledge of key concepts of literacy components and their interconnections in the study guide and content standards. There is a lack of evidence for the writing, speaking and listening, and the language portion of the performance indicator. No evidence was provided that demonstrates the application of this knowledge to candidates' teaching and students' learning.

Sources of Evidence

- Reading Content Standards
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM
- ABCTE Practice Exam/Section Quizzes

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

1. Understands how literacy (reading and writing) occurs across all subject disciplines

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge	X		

5.1 Analysis –*There is no evidence in the reading content standards, study guide, and practice quizzes/exam to show that candidates know how literacy occurs across all subject disciplines.*

Sources of Evidence

- Reading Content Standards

- *ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM*
- *ABCTE Practice Exam/Section Quizzes*

Performance

1. Plans instruction addressing content area literacy according to local, state, and/or national standards.
2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3. Incorporates all aspects of literacy across content areas for instructional planning.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – *There is no evidence to show that candidates plan instruction that addresses content area literacy standards according to local, state, and/or national standards. For performance indicator 2, no evidence was provided to indicate candidates use digital resources to engage learners in collaborative problem solving related to authentic local and global issues. No evidence was provided that candidates incorporate all aspects of literacy (reading, writing, listening, and speaking) across content areas for instructional planning.*

Sources of Evidence

- *No evidence provided for this standard.*

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
6. Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.
7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
8. Demonstrate the ability to communicate results of assessments to teachers and parents.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – For performance indicators 1 through 3, the evidence shows that candidates have knowledge of the use of assessments in literacy. Specifically, the topic of assessment is covered in each of the modules found in the study guide. A candidate's ability to complete the reading content exam demonstrates this knowledge. No evidence was provided for performance indicators 4 through 7 to show how candidates use, analyze, and communicate assessment results to teachers and parents.

Sources of Evidence

- Reading Content Standards
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM
- ABCTE Practice Exam/Section Quizzes

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.
2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.
3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.
5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

7.2 Analysis – For performance indicator 1 the evidence shows that candidates have knowledge of the research and literature that undergirds literacy instruction in K-6th grade. A candidate’s ability to complete the reading content examination demonstrates this knowledge. There is insufficient evidence in the reading content standards, study guide, and quizzes/exam that principles reflecting 7th-12th grade literacy instruction are covered. No evidence was provided for performance indicators 2 through 5 to show how candidates develop unit plans and lesson plans to differentiate their instruction to meet the needs of all students.

Sources of Evidence

- Reading Content Standards
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM
- ABCTE Practice Exam/Section Quizzes

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.
2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance	X		

8.2 Analysis – For performance indicators 1 through 4 no evidence was provided by the EPP to demonstrate teacher planning, implementation of plans, and/or student learning outcomes.

Sources of Evidence

- No evidence provided for this standard.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
2. Demonstrate effective use of technology for improving student learning.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – No evidence was provided for performance indicator 1 to show how candidates promote the value of reading and writing in their school community. The EPP did not provide evidence that candidates use technology to improve student learning.

Sources of Evidence

- No evidence provided for this standard.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

Performance

1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.
2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance	X		

10.2 Analysis – No evidence was provided for either performance indicator 1 or 3 to show how candidates are able to collaborate and hold effective conversations with others in their school communities. The EPP did not provide evidence that candidates demonstrate knowledge of local, state, and national policies that affect reading and writing instruction.

Sources of Evidence

- No evidence provided for this standard.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	1		
Performance	10	10		

Areas for Improvement

- *In the reading study plan, there are several links to resources that address the writing portion of the Idaho Literacy Standards. Similarly, some of the links address meeting the needs of English Language Learners. It would be helpful if the Reading Content Standards and quizzes/exam were modified and adjusted to reflect the content of the additional resources found in the study plan. This would show additional alignment to the Idaho Literacy Standards.*
- *Some evidence was provided that the knowledge portion of the performance indicators were being addressed in the Reading Content Standards, study guide, and quizzes/exam. In the future, the EPP may want to provide evidence of the application of the knowledge at the teacher and student level. For example, lesson plans, observation data, teacher interviews, principal interviews, unit plans, analysis of student reading data and plan for intervention, etc.*
- *There is insufficient evidence in the reading content standards, study guide, and quizzes/exam that principles reflecting 7th-12th grade literacy instruction are covered.*
- *Due to the existing separation of responsibilities between the EPP and Idaho school districts, many forms of evidence were unavailable, such as candidate interviews, principal interviews PK-12, and candidate portfolios. A system for collecting evidence from school districts will assist the EPP in providing evidence for future reviews by the Idaho State Department of Education.*

Recommended Action for Literacy

- Approved
- Conditionally Approved
- Insufficient Evidence
- Lack of Completers
- New Program
- Not Approved

IDAHO STANDARDS FOR ELEMENTARY TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.
3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.
4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.
5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.
6. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.
7. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
8. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.
9. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.

10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.
11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – EPP has provided evidence that all ABCTE Professional Teaching Knowledge Standards have been aligned with Idaho State Standards. In supplement the ABCTE Course Study Plan (course syllabi) provides its candidates resources needed to access information to successfully pass the Professional Teaching Knowledge Exam and the Multiple Subject Exam, designed to meet Standard 1: Knowledge of Subject Matter; Knowledge and its indicators. ABCTE Candidates at the district level integrate this standard and indicators (1), (2), (3), (4), (5), (6) and (10) in their lesson plans. Indicators (7), (8) and (9) lacked specific opportunities to evaluate that candidates are addressing these standards based upon the information provided.

Sources of Evidence

- ABCTE/Idaho Core Elementary Standards
- ABCTE Study Guide (course syllabi)
- Candidate Lesson Plans

Performance

1. The teacher models the appropriate and accurate use of language arts.
2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.
3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.
4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.

5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.
6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – Interview with ABCTE candidate, district building principal and two district mentors, district observations and EPP’s Clinical Experience Observations provide limited evidence that candidates are demonstrating an adequate ability to apply this Standard 1.2 Knowledge of Subject Matter; Performance including its indicators. The EPP provides insufficient data such as assessment of ABCTE teacher candidates portfolios, test scores, student portfolios and impact on student learning to could detail how candidates are meeting these expectations outlined in this standard.

Sources of Evidence

- EPP’s Clinical Experience Observations
- District Level Interviews
- District Observations
- Candidate Lesson Plans

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands that young children’s and early adolescents’ literacy and language development influence learning and instructional decisions.
2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

Standard2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – EPP has provided evidence that all ABCTE Professional Teaching Knowledge Standards have been aligned with Idaho State Standards. In supplement the ABCTE Course Study Plan (course syllabi) provides its candidates the resources needed to access information to successfully pass the Professional Teaching Knowledge Exam and the Multiple Subject Exam, designed to meet the Standard 2.1 Knowledge of Human Development and Learning; Knowledge and its indicators. ABCTE Candidates at the district level integrate this standard with its indicators (1) and (2) in their lesson plans.

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment
- ABCTE Study Guide (course syllabi)
- Candidate Lesson Plans

Performance

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis – Interviews with ABCTE candidate, district building principal, district observations and EPP's Clinical Experience Observations provide limited evidence that candidates are demonstrating an adequate ability to apply to Standard 2: Knowledge of Human Development and Learning; Performance and its indicators. Candidates at the district level provide evidence that this standard is integrated in their lesson plans. The EPP provides insufficient data such as assessment of ABCTE teacher candidates portfolios, test scores, student portfolios and impact on student learning to could detail how candidates are meeting these expectations outlined in this standard.

Sources of Evidence

- *EPP's Clinical Experience Observations*
- *District Level Interviews*
- *District Observations*
- *Candidate Lesson Plans*

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *EPP has provided evidence that all ABCTE Professional Teaching Knowledge Standards have been aligned with Idaho State Standards. In supplement the ABCTE Course Study Plan (course syllabi) provides its candidates the resources needed to access information to successfully pass the Professional Teaching Knowledge Exam and the Multiple Subject Exam, designed to meet Standard 3: Modifying Instruction for Individual Needs; Knowledge and its indicators. Candidates at the district level integrate this standard and indicators (1) and (2) in their lesson plans.*

Sources of Evidence

- *ABCTE/Idaho Core Elementary Standards*
- *ABCTE Study Guide (course syllabi)*
- *Candidate Lesson Plans*

Performance

1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.2 Performance	X		

3.2 Analysis – Interviews with ABCTE candidate, district building principal, district observations and EPP’s Clinical Experience observations provide limited evidence that candidates are demonstrating an adequate ability to apply to Standard 3: Modifying Instruction for Individual Needs; Performance and its indicators. Candidates at the district level provide evidence that this standard is integrated in their lesson plans. The EPP provides insufficient data such as assessment of ABCTE teacher candidates portfolios, test scores, student portfolios and impact on student learning to could detail how candidates are meeting these expectations outlined in this standard.

Sources of Evidence

- ABCTE Candidate Interview
- District Level Observation
- Candidate Lesson Plans

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the importance of teaching and re-teaching classroom expectations.

- The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Standard 5 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – EPP has provided evidence that all ABCTE Professional Teaching Knowledge Standards have been aligned with Idaho State Standards. In supplement the ABCTE Course Study Plan (course syllabi) provides its candidates the resources needed to access information to successfully pass the Professional Teaching Knowledge Exam and the Multiple Subject Exam, designed to meet Standard 5 .1 Multiple Instructional Strategies; Knowledge and its indicators. Candidates at the district level integrate this standard and indicators (1) and (2) in their lesson plans.

Sources of Evidence

- ABCTE/Idaho Core Elementary Standards
- ABCTE Study Guide (course syllabi)
- District Candidate Lesson Plans

Performance

- The teacher consistently models and teaches classroom expectations.
- The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

Standard 5 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – Interviews with ABCTE candidate, district building principal, district observations and EPP’s Clinical Experience observations provide limited evidence that candidates are demonstrating an adequate ability to apply to Standard 5 .1 Multiple Instructional Strategies;

Performance and its indicators. Candidates at the district level provide evidence that this standard is integrated in their lesson plans. The EPP provides insufficient data such as assessment of ABCTE teacher candidates portfolios, test scores, student portfolios and impact on student learning to could detail how candidates are meeting these expectations outlined in this standard.

Sources of Evidence

- *ABCTE Candidate Interview*
- *District Level Observation*
- *Candidate Lesson Plans*

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Principle 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Summary

The EPP-provided strong evidence that displays an overall focus on content knowledge. Unfortunately, its performance indicators were insufficient in ability to determine whether the ABCTE candidates are addressing the requirements needed to provide an acceptable determination. This is largely due to the separation of duties between the EPP and school districts and the lack of systems to gather needed evidence for review.

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4		4	
Performance	4	4		

These summary results are evenly distributed between unacceptable and acceptable although it should be disclosed that in Standard 1.1: Knowledge of Subject Matter; Knowledge is unevenly heavier in its indicators than the others. That evidence which was provided to address standard 1:1 including its indicators does meet the expectations and should be considered when evaluating these results.

Areas for Improvement

Due to the existing separation of responsibilities between the American Board and Idaho School District, many forms of evidence were unavailable to complete an acceptable amount of sufficient evidence to enable to distinguish between the candidate's knowledge and performance skills. The EPP would benefit from gathering evidence to demonstrate a candidate's use of assessment results in guiding student instruction. A system for collecting the evidence from school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.

Recommended Action for Elementary Education

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved