THE COLLEGE of IDAHO

ESTABLISHED 1891

EDUCATION DEPARTMENT HANDBOOK

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THE COLLEGE of IDAHO

Welcome from the Chair of the Education Department

Welcome to the College of Idaho teacher education program. The faculty members in the department look forward to helping you accomplish your goal of becoming a teacher.

Of the individuals who have had a positive impact on my life, many were teachers. I still remember their names, some of the things I learned from them, and the encouragement they gave me. Some practiced their profession in the elementary grades and others in middle and high school classes, but each had an impact.

Teachers, perhaps more than any other professionals, have an opportunity to shape the future. Their role is especially important in a democratic society. Thomas Jefferson reminded us that a democracy cannot survive without an educated public. Thus, as a teacher, you will play a critical role in shaping the future of this society. The preparation for this role involves content, what you teach; methodology, how you teach; and philosophy, why you teach.

This handbook will serve as a guide through the process of becoming a professional educator. It informs you about department policies concerning your rights and responsibilities as a teacher candidate. I encourage you to refer to this document often as you chart your path to achieving your goal.

Because the programs that prepare teachers at The College of Idaho involve completing a content major as well as an education minor, it is essential that you have a faculty advisor in your major field as well as in the education department. Faculty members are here to help you be successful.

Congratulations for choosing to enter the noble profession of teaching!

Sincerely,

Debra L. Yates, Ed.D.
Associate Professor of Education
Chair of the Education Department

The Department of Education

As a student in The College of Idaho's Department of Education, you will gain a thorough knowledge of educational theory, best teaching practices, and content you can apply in the classroom. We are committed to improving student learning in K-12 classrooms by preparing you to be an outstanding teacher. The department works collaboratively with K-12 practitioners, professional organizations, policy makers, and other departments across campus to support our students' development as outstanding educators. Field experiences in K-12 classrooms are integrated with coursework throughout the program.

If you are interested in teaching at the secondary level, you will complete The College of Idaho PEAK major and an [Education minor](#) that is state-approved as a first teaching field, and a 20-credit second teaching field or an add-on for Literacy. If you are interested in teaching at the elementary level, you will complete the [Interdisciplinary Studies for Elementary Precertification major](#). All students preparing to teach must complete a fifth-year, graduate-level internship, with the option of obtaining a [Master of Arts in Teaching (MAT)](#) degree. (*An additional minor can be completed that leads to an endorsements in literacy.*)

A [Master of Education (MEd)](#) in Curriculum and Instruction, with emphases in English as a New Language (ENL) and Bilingual instruction, is offered by the department, for current, licensed, and practicing teachers who wish to return for further study.

The Conceptual Framework

Mission Statement

The Education Department at The College of Idaho is committed to improving student learning in K-12 classrooms by preparing teachers who have a thorough knowledge of content, educational theory, and best practices. The department works collaboratively with K-12 practitioners, professional organizations, and policy makers to improve the preparation of new teachers as well as to support the development of practicing educators.

Vision Statement

The Education Department will extend and enhance the institution's reputation and impact on the community and within the education profession by working with policy makers, practitioners, and professional organizations to improve the learning of K-12 students. When possible, the department will act within the dynamic education environment to promote policy that supports improved practice and to prepare new teachers with the knowledge, skills, and dispositions that will empower them to operate within existing policies and institutions while providing leadership that will influence the profession and practice in positive ways.
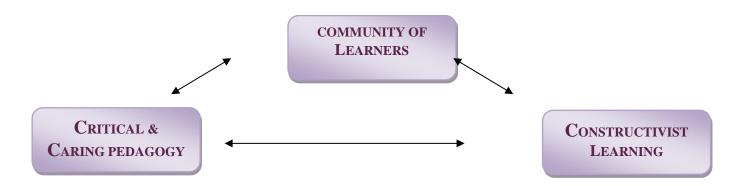
Core Values

- All individuals are inherently valuable and should be treated with respect.
- All individuals can learn.
- Learning is enhanced when informed by a combination of research and best practice.
- Educators should be people of integrity.
- Regarding teaching and learning, the whole is bigger than the sum of the parts.

An Educative Learning Community

*The difference between mere circumstance and lived experiences is our capacity
to bestow experience with meaning, be reflective, and take action.*

-John Dewey

COMMUNITY OF LEARNERS

CRITICAL & CARING PEDAGOGY

CONSTRUCTIVIST LEARNING

The teacher education program at The College of Idaho strives to be an educative learning community. The conceptual framework of our program is one based on John Dewey's understanding of educative experiences that encourage personal and community growth (Dewey & Archambault, 1964). It is a community where students are provided with a reflective, caring environment so that the process of becoming a teacher can be explored. It is a community where students are offered a vision of schooling that promotes and helps create a more just and democratic society.

- *Community of Learners:* An educative learning community counters the image of the teacher as a "technician" with one of the teacher as an active participant in issues that affect the larger educational community (Apple & Beane, 2007). Rather than avoid a discussion of values, this perspective advocates the necessity of such discussions because teaching is, at its core, a value-laden enterprise (Goodland, Soder, & Sirotnik, 1990). The program, based upon students who learn and grow together, encourages ongoing conversations about meaningful issues central to a liberal arts education.

- *Critical and Caring Pedagogy:* An educative learning community takes the position that a hopeful, democratic future depends upon educators committed to emancipatory education (Giroux, 1997). It reflects Landon Beyers' description of an emancipatory curriculum in teacher education as one that is designed to emphasize the following: equal access to knowledge, images of human equality, development of a "critical consciousness," self-reflectivity, creativity, cultural acceptance, moral responsibility, democratic empowerment, and a pedagogy of caring (Beyer & Apple, 1998). It affirms Nel Noddings' belief that for schools to be true centers of learning, they must embrace caring in all its forms—care for self, for intimate others, for associates and acquaintances, for distant others, for nonhuman animals, for plants and the physical environment, for the human-made world of objects and instruments, and for ideas (Noddings, 2005).

- *Constructivist Learning:* An educative learning community takes a constructivist perspective toward classroom practice in which learning is seen as active, purposeful, and generated from within. This perspective, rooted in Piagetian principles of development and drawing on Vygotsky (Tryphon & Voneche, 1996), extends the notion of the construction of knowledge from one that is primarily an individualized and internal process to one that more comprehensively encompasses social foundations of thinking (Bruner, 1986). In this view, knowledge is not only embedded in socio-historical and socio-cultural elements, but is actually generated through shared interactions and individual internalization (Wertsch, 1991).

The Teaching Process

We see teaching as a complex, situated, and ill-defined activity. Thus teaching strategies that seem to work for some students may not work for others, and different learning goals, different subjects, and different levels of learning all may lend themselves to different approaches to teaching. What one person sees in one classroom or in the work of a teacher may be quite different from what others see. Complicating matters further, the long-term outcomes of teaching are unclear. Even with higher standards and better tests, teachers cannot be sure exactly what students will be doing in the future or whether what students do in the classroom in one day (or in one year) will necessarily lead them to behave appropriately or act successfully in related situations in the future.

Consequently, we view teaching as a process that cycles through three distinct phases.

- *Receptive Teaching***:** This phase of the teaching process is often narrowly described as "planning." We call this phase "receptive teaching" because the teacher is flexible, open to new and creative ideas. Receptive teachers are good collaborators. They share ideas with colleagues and bring their students into the planning process so that learning goals are shared.

- *Responsive Teaching*: This phase of the teaching process refers to the teaching event or episode. Responsive teachers interact with their students, modifying and adjusting the lesson as appropriate. Sometimes responsive teaching means moving away from the written lesson to "seize the teaching moment." Responsive teachers are perceptually and cognitively aware of what is going on in the classroom at all times. Responsive teachers must know their students—their backgrounds, prior knowledge, interests, etc.—and adjust their lessons accordingly.

- *Reflective Teaching***:** This phase of the teaching process refers to the ability of teachers to think analytically, synthetically and evaluatively about their teaching practice. What worked and what did not work during the lesson? What needs to be retaught, reinforced or enriched? How can instruction be differentiated to meet the needs of all students? The results of reflection inform the new receptive cycle of the process.

Program Structure

The educative learning community model provides a system for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment across the five-year program. Key elements of an educative learning community include:

- Innovative curriculum.
- Integrated field experiences.
- Fifth-year clinical practice.
- Portfolio assessment.
- A commitment to diversity.
- A commitment to technology.
- Dispositions for effective practice.
- Candidate proficiencies based upon professional standards.

Curriculum

The College of Idaho education curriculum emphasizes the development of a strong and well-articulated teaching identity. The faculty agrees with the link between self and teaching expressed by Parker Palmer (Palmer, 2007). "When I do not know myself, I cannot know who my students are. I will see them through a glass darkly, in the shadows of my unexamined life—and when I cannot see them clearly I

cannot teach them well" (p. 2). Consequently, coursework emphasizes an exploration of self and teaching. The psychological, sociological, and philosophical contexts of the larger educational community are examined from the framework of an emerging teacher identity (Bullough, & Gitlin, 1995).

Field Experiences

Most coursework in the teacher certification program at The College of Idaho includes opportunities for field observation and participation in local schools. Bridging theory and practice through such experiences endorses Dewey's notion that all genuine education comes about through experience (Dewey, 1938). Experience alone is not enough, however. Whether experiences are educative or miseducative depends upon whether they can "lead preservice teachers to become students of education, open to reflecting about their experiences, able to be active constructors of effective learning environments, and able to solve the complex problems of daily classroom life" (Evertson, 1990). The field experiences in the College of Idaho teacher education program are sequenced to meet the needs of preservice candidates for focused observations, one-on-one tutoring, working with small groups, and classroom teaching under the guidance of teaching mentors.

Fifth-Year Internship

Undergraduate coursework infused with field experiences leads to a fifth-year certification internship or a Master of Arts in Teaching (MAT) internship with an emphasis on educational leadership. The intern spends a structured school year in clinical practice under the supervision of site teams consisting of a college supervisor and a lead K-12 classroom teacher. In addition to gaining teaching experience under the guidance of master teachers, the interns build on and expand their knowledge base through the use of action research. The internship prepares candidates to use the findings of other researchers, to expand knowledge through personal research, and to participate with other faculty as contributing members of our educative learning community. The MAT program consists of two summers of coursework in research methods, advanced technology, and educational leadership, combined with a year-long internship that integrates teaching and more extensive research in an area of interest to the intern. This culminates in a written thesis or project presented to the larger educational community. See Appendices I, J, K, L.

Assessment

The teacher education program at The College of Idaho utilizes a performance-based assessment process during and after program completion. A portfolio process based upon authentic performance indicators for entry-level teachers (InTASC Model Core Teaching Standards) provides an in-depth, continuous progress assessment system that includes reviewing and scoring of candidate portfolios at several points in the program. The final intern portfolio is organized by the four domains of the Danielson model and saved in a digital format. See Appendices A, B.

Commitment to Diversity

The Education Department's conceptual framework reflects our commitment to support learning for all students and provides an understanding of how knowledge, dispositions, and skills related to diversity are integrated throughout the program. The notion of a self-sustaining learning community includes the understanding that diversity is to be celebrated. A healthy community is one that builds on the diverse strengths of its members.

Commitment to Technology

The Education Department's conceptual framework reflects our commitment to preparing candidates who are able to use educational technology to help all students learn. Curriculum has been redesigned to

model technology-infused lessons. The program is based on the standards of the International Standards for Technology in Education (ISTE).

Dispositions

Attitudes, values, and beliefs as demonstrated by words and actions relate to teacher effectiveness. Candidates' dispositions identified, valued, and assessed by the Education Department faculty include:

- Commitment to the learning of all students.
- Collaboration for improving learning.
- Ethical behavior in personal and professional dealings.
- Reflection to improve practice.

See Appendix F.

Proficiencies

The Education Department's conceptual framework is aligned with professional/state standards and provides the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards in the following ways:

- Departmental standards have been analyzed and aligned with state professional standards.
- The portfolio process of assessment has been structured around the InTASC Core Teaching Standards and the Danielson based evaluations developed by the State Institutions of higher education. See Appendices A, B, and C.

Knowledge Base

Appendix D includes a bibliography for the knowledge base for the educative community conceptual framework.

Appendix C - IPLP

PROGRAM OVERVIEW

Education Department Statement of Purpose

The Education Department provides well-developed programs firmly rooted in the liberal arts that prepare candidates to enhance the learning of K-12 students and to make a positive contribution to the education profession. The Education Department faculty believes that the breadth and depth of knowledge provided by a liberal arts education is ideal for the preparation of teachers. At The College of Idaho this combination is provided by requiring students to complete a major or a minor in each of the four areas of study represented by PEAK. PEAK is an acronym for Professional, Ethical, Articulate, and Knowledgeable. Many of the minors and some of the majors are interdisciplinary. The four PEAKs in the curriculum are: Fine Arts and Humanities; Natural Sciences and Mathematics; Social Sciences and History; and Professional Foundations. In a memo to the faculty dated September 3, 2009, then former President Marv Henberg provided the following descriptions of each of these four areas:

Professional	Suggests a set of minors that builds skills applicable in practical use, in providing service, or in pursuing a craft.
Ethical	Suggests the humanities, united together by inquiry into and deliberation over the good life for human beings.
Articulate	Suggests language as the basis for community social action and civic engagement, traditionally the domain of the social sciences.
Knowledgeable	Suggests a natural home in mathematics and the natural sciences, where knowledge is most reliably subject to deductive reasoning or controlled experimentation.

The completion of a bachelor's degree from The College of Idaho provides breadth as well as the depth needed to be a truly professional educator. In addition, students learn about the theories, methodologies, and foundations of education. Education programs integrate coursework with multiple clinical experiences. Candidates preparing for elementary certification complete an interdisciplinary major that provides instruction in pedagogy and a significant background in mathematics, science, history, and social studies, in addition to a minor in the humanities and fine arts. Candidates preparing to teach at the secondary level complete a content major in their first teaching field, a minor in education, and additional minors in two other PEAKs. One of these minors is generally a second teaching field.

Both the elementary and secondary preparation programs culminate in a fifth-year internship with placements in multiple grade levels and, in the case of secondary candidates, different subject areas. Candidates admitted to the Master of Arts in Teaching (MAT) program complete two summers of study in addition to the fifth-year internship as part of their graduate degree program. The department also offers a graduate degree in Curriculum and Instruction: TESOL and Bilingual for certified teachers. Candidates completing programs leading to elementary or secondary education certification may elect to complete an endorsement for literacy.

Advising

Each candidate in the College of Idaho elementary education program is assigned an advisor from the Education Department. Candidates preparing to be secondary teachers have an advisor from the area of their major and a co-advisor from the Education Department upon acceptance into the program. Though primary responsibility for advising rests with the candidate, the education faculty member works with the candidate in conjunction with his or her major advisor in planning the sequence of courses that leads to graduation and that meet State Department of Education requirements for certification with endorsements in a first and second teaching field. The advisor monitors the candidate's progress through the portfolio

process, state testing requirements, and the coursework for the minor. During the internship year, the faculty members in the Education Department assist candidates in completing preparing the paperwork for state licensure.

Checkpoints

To assure that candidates progress successfully through the preparation program, the department has established five checkpoints at which progress is reviewed. The check points are as follows:

Level	Check Point	Program Point
I	Admission	Completion of Introduction to Education
II	Admission to Curriculum & Instruction	Completion of Literacy in the Content Area
III	Admission to fall semester of internship	Completion of Curriculum & Instruction
IV	Admission to spring internship	End of fall semester of the internship year
V	Recommendation for certification	End of internship year

Tracking sheets listing specific requirements for each of these check points can be found in Appendices E and F.

Appeal Procedure

If a candidate does not agree with the decision of the Education Department faculty regarding acceptable progress in the program, or believes he or she has been treated unfairly, the candidate has the right to appeal the decision using the established procedure (see Appendix G).

Portfolio

The portfolio is a key element of the assessment process that follows a candidate all the way through the teacher preparation program at The College of Idaho. All candidates in the teacher education program at The College of Idaho complete a portfolio. The portfolio is presented to the department faculty at various times throughout the program in order to provide the faculty with additional information about how well a candidate is progressing in his or her effort to become a teacher. Creating the portfolio provides a valuable learning experience; it provides an opportunity to set educational goals, to evaluate how a candidate is doing in his or her effort to reach these goals, to see how personal professional goals match the goals of the teacher education program, and to develop a professional portfolio for future use. More information about what a portfolio is, how it is prepared, and how it is assessed can be found in Appendix H.

Majors and Minors
Leading to Certification and Endorsements

Elementary

The Education Department offers an interdisciplinary elementary education precertification major for candidates preparing to teach at the elementary level. This major fulfills the requirements of the following PEAKs: Social Studies and History; Mathematics and the Natural Sciences; and Professional Foundations. To meet graduation requirements, candidates must also complete a minor in the Fine Arts and Humanities PEAK. A literacy endorsement can be added to the elementary certificate by completing the respective minor. ***Elementary Candidates are required by the State to complete a 20 hour endorsement in a middle level content area; candidates must pass the corresponding PRAXIS II exam***.The requirements for the elementary precertification major are found in the college catalog. An advising guide for this major can be found in Appendix I. Advising guides for the endorsement mentioned above can be found in Appendix J.

Secondary

Candidates planning to teach at the secondary level complete the Education minor in addition to a major in the content area they wish to teach and a specialized minor to meet the requirements of the second teaching field. The Education minor meets the requirements of the Professional Foundations PEAK. A major in one of the following areas will serve as a first teaching field: art, biology, chemistry, English, history, mathematics, music, physics, political economy, psychology, Spanish, or theatre. Taking the appropriate elementary methods course in music or art allows the candidate to meet the requirements for K-12 certification. The requirements for these major and minor programs can be found in the college catalog. The advising guide for the Education minor can be found in Appendix J.

Students seeking secondary certification must also complete the Idaho state requirements for a second teaching field (endorsement). In addition to the areas listed above, endorsements may be completed in American government, communication/drama, economics, French, health, humanities, journalism, physical science, literacy, or social studies. Students should work closely with their education faculty advisors to ensure that courses meet state mandates. *Most minors described in the college catalog do not meet the endorsement requirements without additional coursework.* An advising guide for the literacy endorsement can be found in Appendix K.

Middle School

Idaho does not currently have a separate middle school certificate. Teachers may teach at the middle school level (through grade 8) with either an elementary or a secondary certificate; however, a person holding a secondary certificate may teach only in the areas in which he or she holds endorsements. Elementary teachers wishing to teach core subject (i.e. social studies, science, math, language arts) and to be Highly Qualified by the State of Idaho should obtain endorsements in an area or areas that they wish to teach. All elementary certification candidates entering the teacher education program must complete the requirements for a middle school subject area endorsement allowing teaching of that subject through grade nine (9) or K-12.

Graduate Programs

The Education Department offers graduate coursework leading to Idaho certification or to endorsements in English as a New Language (ENL)/bilingual education for those currently holding an Idaho certificate. Please refer to the MAT and MEd program sections below. Contact: Dr. Debra Yates, Education Department Chair.

Certification

The College of Idaho has a state-approved program that makes it possible for students who successfully complete Option I or Option II below to be eligible for initial certification in Idaho. States that are members of the Inter-state Compact will honor the Idaho certification for an initial teaching certificate within that state.

After completion of a bachelor's degree with a major in Interdisciplinary Studies for Elementary Precertification (elementary) or a minor in Education (secondary), along with the additional requirements necessary for certification, candidates must complete a fifth-year internship that may or may not include completion of the Master of Arts in Teaching degree (MAT). During this time, candidates will engage in coursework in pedagogy, research, and teach at the elementary or secondary school level under the guidance of experienced professionals.

It is expected that the courses listed for each option are taken in sequence. Any exceptions must have the approval of the education faculty.

Option I: Planned Fifth-Year Internship

Successful completion of the fifth-year internship is required for an Institutional Recommendation from the college to the State Department of Education for teacher certification.

Candidates Seeking Elementary Certification

Prerequisites

For prerequisites, please see the section, "Internship Placements."

Course Requirements

Elementary

Fall
EDU-520	Assessment for Learning (2 cr)	
EDU-532	Language Arts Methods for Elementary Teachers (2 cr)	
EDU-533	Social Studies Methods for Elementary Teachers (2 cr)	
EDU-595	Elementary School Practicum (6-7 cr)	
EDU-597	Internship Seminar (2 cr)	

Spring
EDU-530	Art Methods for Elementary Teachers (1 cr)	
EDU-534	Science Methods for Elementary Teachers (2 cr)	
EDU-595	Elementary School Practicum (10-11 cr)	
EDU-597	Internship Seminar (1 cr)	

Requirements for Institutional Recommendation

To be eligible for an Institutional Recommendation for Certification at the end of the internship year, candidates for elementary certification must meet the following requirements:

- Submission of completed Application for Certification

- Cumulative grade point average of 2.75 or higher

- Submission of a digitized portfolio with a score of 110/132 or higher

- Mean score $\geq$ 3 in each of the domains of the final assessment instrument. All sub-components must be acceptable or higher

- Passing scores on Praxis II exam for Elementary Education: Multiple Subjects

- Passing score on Praxis II exam for a single-subject middle school or K-12 endorsement

- Passing scores on all three standards of the ICLA exam

- Dispositions ratings of Acceptable or Target in all areas (See Appendix F for Professional Dispositions Rubric.)

- ***Elementary Candidates are required by the State to complete a 20 hour endorsement in a middle level content area; candidates must pass the corresponding PRAXIS II exam***.

Candidates Seeking Secondary Certification

Prerequisites

For prerequisites, please refer to the section, "Internship Placements."

Course Requirements

Secondary

Fall

EDU-520	Assessment for Learning (2 cr)	
EDU-54X	Special Methods course in first teaching field (2 cr)	
EDU-54X	Special Methods course in second teaching field (2 cr)	
EDU-596	Secondary School Practicum (6-11 cr)	
EDU-597	Internship Seminar (2 cr)	

Spring

EDU-596	Secondary School Practicum (13-14 cr)
EDU-597	Internship Seminar (1 cr)

Requirements for Institutional Recommendation

To be eligible for an Institutional Recommendation for Certification at the end of the internship year, candidates for **secondary** certification must meet the following requirements:

- A bachelor's degree and the Education minor with additional requirements for secondary certification

- Coursework for two teaching fields or 45 crdits in a single subject
- Cumulative grade point average of 2.75 or higher
- Submission of digitized portfolio with a score of 110/132 or higher
- Mean scores $\geq$ 3 in each of the domains of the final assessment instrument. All sub-components must be acceptable or higher
- Dispositions ratings of Acceptable or Target in all areas (See Appendix F for Professional Dispositions Rubric.)
- Passing scores on Praxis II exams in first and second teaching fields

Option II: The Master of Arts in Teaching Program (MAT)

The second option for earning initial certification is to complete the MAT degree. Please refer to the MAT program section below.

The MAT Program

Enrollment in the Master of Arts in Teaching (MAT) program is limited to 15 students. Preference will be given to students who have been enrolled in The College of Idaho undergraduate education program. Applications will be accepted for review from:

- College of Idaho graduates who have completed the Interdisciplinary Studies for Elementary Precertification major or the Education minor
- Candidates who have a bachelor's degree from an accredited institution in elementary education or with appropriate secondary coursework in two areas of endorsement, and the Education minor

Note: Candidates for secondary certification must have required coursework in **two** teaching fields or 45 credits ina single subject.

Requirements for Admission to the MAT Program

- An earned bachelor's degree from an accredited institution
- Completion of an education major (elementary) or education minor (secondary) with additional requirements for elementary or secondary certification
- Completion of the admission application
- An essay discussing the department's conceptual framework and its influence on the candidate's teaching goals
- The email addresses of three references, to whom the Education Department will send a recommendation form. These individuals should include:
  o A K-12 teacher with whom the candidate has worked
  o A professor in the candidate's content area
  o A person of the candidate's choice
- An undergraduate cumulative grade point average of 3.0 or better
- Submission of a portfolio with a score of 88/132 or higher
- Acceptable scores from the Graduate Record Examination (GRE) taken within the last five years

Application Deadline

Students in The College of Idaho undergraduate program must complete the admission process by March 15. Others must complete the process by April 1. Candidates will be notified of acceptance into the program within two weeks of the closing date.

Requirements for Graduation

To earn an MAT degree at The College of Idaho, a candidate's graduate coursework must be completed with a grade of "B" or better. Graduates of the program are required to complete a thesis approved by a thesis committee and the graduate program director. All coursework and the thesis must be completed within five years of matriculation into the program. If all coursework has been completed except the thesis, the candidate must enroll in EDU-681 *Thesis Completion* and the thesis must be accepted by the thesis committee and the graduate program director. The responsibility rests with candidates to see that their program of study satisfies all the requirements.

Course Requirements

During the internship year the candidates take MAT seminar and work on the professional portfolio and the collection of data necessary to complete the research project, in addition to doing the coursework taken by the non-MAT interns.

Both groups will study assessment as it relates to learning. During this time, work on the professional portfolio and the collection of data necessary to complete the research project will continue.

The following is the cycle of required courses for the MAT degree:

Summer 1

The core of the first summer consists of three courses. The study of various leadership models and their implementation in schools, a survey of qualitative and quantitative research methods to assist a candidate's research project, and the application of technology build the foundation for an intensive internship year. Courses to be completed are as follows:

EDU-611	Foundations of Instructional Leadership (3 cr)
EDU-612	Research Methods & Design (3 cr)
EDU-613	Instruction & Technology (2 cr)

	Internship Year

	Elementary MAT

Fall

EDU-520	Assessment for Learning (2 cr)	
EDU-532	Language Arts Methods for Elementary Teachers (2 cr)	
EDU-533	Social Studies Methods for Elementary Teachers (2 cr)	
EDU-595	Elementary School Practicum (6 cr)	
EDU-597	Internship Seminar (2 cr)	
EDU-697	MAT Seminar (1 cr)	

Spring

EDU-530	Art Methods for Elementary Teachers (1 cr)
EDU-534	Science Methods for Elementary Teachers (2 cr)
EDU-595	Elementary School Practicum (9 cr)
EDU-597	Internship Seminar (1 cr)
EDU-697	MAT Seminar (2 cr)

	Secondary MAT

Fall

EDU-520	Assessment for Learning (2 cr)
EDU-54X	Methods course in first teaching field (2 cr)
EDU 596	Secondary School Practicum (8 cr)
EDU-597	Internship Seminar (2 cr)
EDU 697	MAT Seminar (1 cr)

Spring

EDU-596	Secondary School Practicum (10-12 cr)
EDU 54X	Methods course in second teaching field (2 cr)
EDU-597	Internship Seminar (1 cr)
EDU-697	MAT Seminar (2 cr)

	Summer 2

The research project designed during the first summer and researched during the internship is written under the supervision of a C of I professor and a thesis committee. Each candidate will prepare a professional development plan and complete a project consistent with that plan. Courses to be completed are as follows:

EDU-580	Projects in Professional Development (3 cr)
EDU-680	Thesis Preparation (3 cr)

Fast Track Program

The Education Department offers a "fast track" program for candidates coming to The College of Idaho campus for teacher certification only. Students holding a degree from an accredited college, with a major/minor that meets most of the content requirements for teaching, may apply for this program. After

acceptance into the College, candidates enter a two-year, compressed program leading to certification. In the first year, students take the coursework for the Education minor and any additional content area courses needed for approved endorsement areas. In the second year, students complete the requirements of the internship year. Fast track students may apply for the MAT program. All fast track students need to work closely with an advisor in the Education Department.

Test Requirements for Certification

Idaho Comprehensive Literacy Assessment (ICLA)

This three-part test measures students' understanding of the structure of the English language, reading comprehension, and literacy assessment and intervention. It is required for elementary certification (K-8) and for the literacy endorsement (K-12). Secondary candidates must pass Standard II only. Elementary students must pass all three sections of the test before beginning the second semester of the internship year. It is recommended that students take the exam upon completion of EDU-304 *Development of Literacy* and EDU-305 *Literacy in the Content Area*, generally completed in the junior year. The ICLA will be taken on the C of I campus through the Education Department. Study guides are available through the Education Department.

Praxis II Subject Assessments

The Praxis II subject assessments measure knowledge of specific content that K-12 educators will teach. These tests are taken by individuals entering the teaching profession as part of the teacher certification process required by Idaho and many other states. Secondary candidates must pass the Praxis II exam in their first teaching field (major) prior to the start of the internship year; elementary candidates must pass the Elementary Education: Multiple Subjects exam during their senior year and prior to the start of the internship year. The Praxis II exam for second teaching fields must be passed by secondary candidates prior to the start of the second semester of the internship year. Elementary candidates must pass a Praxis II exam for either a single subject middle school (through grade 8) endorsement or a K-12 endorsement before the start of the second semester of the internship year. Study guides are available for purchase at ETS.org and in bookstores. The College of Idaho Library also has study guides on reserve for student use, and the education office has a few study guides to lend out as well. The Praxis II exams are given at the ISU Campus in Meridian, ID throughout the year. Please see the ETS website (www.ets.org/praxis) for registration information and testing locations and dates. Registration should occur approximately six weeks in advance of the test date.

Applying for Certification

The State Department of Education issues teacher credentials. Application forms are available on the website www.sde.state.idaho.gov/certification. Applicants will need to submit the following items *in one packet*:

- Completed application
- Completed fingerprint card
- Payment of $75
- Official transcripts from all colleges or universities attended
- Completed Institutional Recommendation signed by the certification officer in The College of Idaho Education Department
- Official Praxis II scores

The MEd in Curriculum and Instruction: Emphasis ENL and Bilingual Program

The Master of Education: Curriculum & Instruction program, consisting of 36 credits with concentrations in Bilingual Education and Teaching English to Speakers of Other Languages, prepares *already-certified teachers* to effectively educate culturally and linguistically diverse students in a variety of classroom contexts. Successful completion of the program fulfills the Idaho State Department of Education requirements for a K-12 endorsement in English as a new language (ENL). An additional six upper-division credits in Spanish and at least one credit of practicum in a K-12 bilingual setting will meet the requirements for an additional endorsement in bilingual education. The program aims to provide significant theoretical perspectives from the research literature surrounding second language acquisition and educational model designs, while maintaining a strong focus on classroom practice and application.

Requirements for Admission to the MEd Program

- Official transcripts from all institutions of higher education attended
- 3.0 or higher GPA in the most recent 30 credits
- Completed application form (online)
- An essay describing your beliefs about teaching/learning and your reasons for wishing to enroll in the MEd program
- The email addresses of two individuals who can speak to your ability to be successful in a graduate program and your effectiveness as a teacher. Possible references could be from a principal with whom you have worked, one of your college professors, or a colleague. Using the addresses you provide, the Education Department will send these individuals a recommendation form to complete.

The information listed above should be submitted electronically or mailed to: Education Department, The College of Idaho, 2112 Cleveland Blvd., Caldwell, ID 83605-4432. The online application can be found here: https://www.collegeofidaho.edu/academics/graduate-catalog/med-program-application. See the Graduate Catalog for information about financial aid for graduate students.

Requirements for Graduation

To earn an MEd degree at The College of Idaho, a candidate's graduate coursework must be completed with a grade of "B" or better. Graduates of the program are required to complete a thesis approved by a thesis committee and the department chair. All coursework and the thesis must be completed within five years of matriculation into the program. Candidates must be continually enrolled while completing the program. If all coursework has been completed except the thesis, the candidate must enroll in EDU-681 *Thesis Completion* and the thesis must be accepted by the thesis committee and the graduate program director. The responsibility rests with candidates to see that their program of study satisfies all the requirements.

Course Requirements

The following is the cycle of required courses for the MEd degree:

Year 1

Spring Cohort Start
- EDU-501   Teaching in a Diverse Society (3 cr)
- EDU-502   Theoretical Foundations of Bilingual & ESL Education (3cr)
- EDUSPA-101   Spanish for Educators I (1 cr)

Summer
- EDU-505   ESL and Bilingual Methods (3 cr)
- EDU-504   Multicultural Literature for Children and Adolescents (3 cr)
- EDU-612   Research Methods and Design (3 cr)

Year 2

Fall
- EDU-503   Second Language Acquisition Theory and Practice (3 cr)
- EDU-598/599   Practicum (1-3cr) Field Experience (1 cr) *bilingual endorsement only*
- EDU-698   MEd Seminar (1 cr)
- EDUSPA-102   Spanish for Educators II (1 cr)

Spring
- EDU-512   Linguistics (3 cr)
- EDUSPA-103   Spanish for Educators III (2 cr)
- EDU-698   MEd Seminar (1 cr)

Summer
- EDU-513   Curriculum Design (3 cr)
- EDU-634   Current Trends in Education (3 cr)
- EDU-698   MEd Seminar (1 cr)

Contact Persons: If you have questions, please contact one of the following Education Department members:

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INTERNSHIP

Internship Placements

Prerequisites

Before starting the internship year, candidates must meet the requirements listed below.

Candidates Seeking Elementary Certification

- A bachelor's degree in Interdisciplinary Studies for Elementary Precertification or the equivalent coursework

- Cumulative grade point average of 2.75 or higher (3.0 or higher if pursuing the MAT degree).

- Portfolio score of 88/132 or higher

- Passing scores on Praxis II exam for Elementary Education: Multiple Subjects

- Passing scores on Standards I and II of ICLA exam

- Dispositions ratings of Acceptable or Target in all areas (See Appendix F for Professional Dispositions Rubric.)

- Fingerprinting and acceptable background check on file with the Idaho State Department of Education

- Recommendation of the Education Department faculty

Candidates Seeking Secondary Certification

- A bachelor's degree and the Education minor with additional requirements for secondary certification

- Required coursework completed for second teaching field (recommended)** or 45 credits in a single field

- Cumulative grade point average of 2.75 or higher (3.0 or higher if pursuing the MAT degree)

- Portfolio score of 88/132 or higher

- Dispositions ratings of Acceptable or Target in all areas (See Appendix F for Professional Dispositions Rubric.)

- Passing scores on Praxis II exams in first teaching field.**

- Fingerprinting and acceptable background check on file with the Idaho State Department of Education

- Recommendation of the Education Department faculty

_____
** **NOTE**: Completion of coursework in a second teaching field and passing scores on related Praxis II exams are required for secondary certification. It is strongly recommended that these be completed before entering the internship year.

Placements

All internship placements must be made by the Education Department's field placement coordinator. While students are encouraged to discuss school/teacher preferences with the director, they should not directly contact any teacher or principal regarding placements. The department makes placements in most Treasure Valley school districts. While specific policies vary from district to district, the principal must approve any internship placement, and the school board must sign an articulation agreement with The College of Idaho. Districts may limit the number of student teachers/interns in a building at any given

time, the frequency of placements with a given teacher, and/or the years of experience required of a cooperating teacher (lead teacher). C of I interns work with master teachers who have demonstrated exceptional skills in the classroom.

Candidates complete a full year of internship; secondary interns teach in both endorsement areas, and elementary interns normally complete placements in both primary and intermediate grades. Music, PE, literacy, and ESL/bilingual interns who seek K-12 endorsements must intern at both the elementary and the secondary level.

Substitute Teaching

Opportunities for substitute teaching sometimes come up during the internship year. C of I policy allows interns to substitute only for their lead teacher or for another teacher in the same content area or elementary grade level in that building. Of course, this is always at the discretion of the lead teacher and building principal.

Roles and Responsibilities

The Intern

During the internship year, candidates are expected to integrate the theory and practice of teaching. Interns must be fully committed to assuming full-time responsibility for planning, teaching, and professional growth. Part-time work and extracurricular activities must be adjusted around the placement school's schedule.

Professionalism

A teaching career demands professionalism demonstrated in appearance, attitude and communication skills. Everything interns do as a part of their internship has an impact upon their future career in education. Please keep the following points in mind:

- *Take the initiative***.** While you can learn much by observing a master teacher, show initiative and enthusiasm for assuming responsibility. Ask questions and be involved in the planning process. Offer to grade papers.

- *Assume responsibility*. You are expected to follow, at a minimum, the contract day of your placement teacher. Attend all faculty meetings, grade-level team/department meetings, IEP meetings, curriculum planning sessions, and in-service trainings. Take duty on the playground, in the hallways, in the bus lines and in the cafeteria. Parent-teacher conference attendance is also mandatory.

- *Attendance*. Make every effort to be at school every day. Your school year begins when your lead teacher returns to school, and you follow the school calendar, not the college calendar. If you must be absent due to illness, notify your placement teacher and your college supervisor in advance. If you are absent on a day you are scheduled to teach, it is your responsibility to provide substitute plans. Be punctual.

- *Keep confidentiality*. You will be exposed to confidential information about students with whom you are working. Do not use names of students or parents outside the classroom or when discussing your experience in your portfolio. Gossiping about colleagues is not appropriate professional behavior.

- *Be well groomed and appropriately dressed*. Follow the dress code of your school (which may be written or implied). If in doubt, ask your placement teacher or principal about school expectations

for teacher attire. Modest, professional dress can help you establish your role as a member of the faculty. You may be required to cover tattoos and take out piercings while on school grounds.

- *Attitudes are important*. Make a positive contribution to the school and classroom. Establish a positive rapport with students by learning their names and interests. Remember, you are a teacher and not a peer of the students, but be fair and friendly. You may want to write a letter of introduction to parents. Take time to meet school personnel.

Instructional Planning

Well planned instruction is critical to your success. Planning requires research and an understanding of state and district standards, as well as thoughtful attention to teaching strategies. It is important that you make both long-range and daily plans in consultation with your lead teacher. *Your lead teacher should always approve your lesson plan before it is taught.* Your college supervisor will expect to have access to your plans. Your lessons should be engaging for students of diverse cultural backgrounds, gender, language, and special needs. Use reflective practices to improve instruction.

Classroom Management

Effective management is proactive. Take time to teach routines and procedures, and to share behavioral expectations. Maintain procedures for handling the administration of a classroom such as taking attendance, keeping a grade book, and other administrative tasks.

The Lead Teacher

Carefully chosen classroom teachers mentor the intern for a full semester. They serve a vital role in mentoring candidates at the beginning of a teaching career. Responsibilities of the lead teacher may include, but are not limited to, the following:

- *Planning with the intern*. Long-term and daily planning should be collaborative. The lead teacher will model planning initially, and gradually release responsibility to the intern. Resources such as district curriculum guides should be available to the intern. Candidates need to be included in grade level/department planning sessions.

- *Demonstrating effective strategies for teaching and classroom management*. Lead teachers will model instruction and reflective practice for interns. This may include helping candidates to understand attendance and grading policies, to establish routines and procedures, to follow school-wide discipline policies, and to motivate and engage students in the learning process. At times the lead teacher will need to articulate what he or she is doing, and why, for the benefit of the intern. Lead teachers are experienced professionals who have internalized their approaches to instruction and management; rationales may not be obvious to the intern.

- *Providing feedback*. The lead teacher will critique lessons, encourage self-reflection, and offer support to the intern. Regular times should be established each day for conferencing.

- *Assisting the intern in the implementation of action research/data collection.*

- *Assisting the intern in the collection of student work samples for the professional portfolio.*

The Building Administrator

The College of Idaho appreciates the teachers and administrators who mentor our intern teachers. Although each district approaches the placement of interns differently, all have the responsibility of providing a high standard of instruction for all students. The expectations of the school administration follow:

- *Provide placements with skilled lead teachers who can work effectively with interns.* It is essential that the lead teacher have both the time and the desire to mentor beginning professionals.

- *Involve the intern as a member of the school faculty*. Encourage the acceptance of the intern by faculty, students, parents, and staff. Provide the intern with the school handbook; introduce him or her to the school community, and include the intern in faculty meetings. Invite the intern to attend relevant in-service opportunities that might be of interest or benefit.

- *Work with the C of I supervisor and lead teacher in facilitating the success of the school placement.* Contact the intern supervisor if there are questions or concerns.

The College Supervisor

Both full-time education faculty and adjuncts serve as intern supervisors in the schools. Regular contact with the intern and lead teacher is vital to the process; supervisors complete informal and/or formal observations at least ten times each semester. Responsibilities of the supervisor include:

- *Frequent observation of the intern in the classroom*

- *Support and feedback for the intern*

- *Regular communication with the lead teacher and building administrator*

- *Evaluation of the progress of the intern:* The supervisor schedules mid-term and final conferences with the intern and the lead teacher. The common summative evaluation is prepared by the college supervisor and signed by the intern, lead teacher, and supervisor.

- *Lesson plan review and assistance as needed*

- *Assistance in action research/data collection*

- *Assistance in the development of the professional portfolio, and the Individual Professional Learning Plan (IPLP)*

- *Mediation in sensitive situations*

- *Keep placement director advised of interns' progress*

- *Attend supervisors' meetings*

Assessment

Intern assessment is both informal and formal and involves college faculty and classroom teachers, as well as self-assessment on the part of the intern. Although the final grade for the intern experience is the responsibility of the C of I supervisor, input from the lead teacher is critical to the process. At the end of this section are forms to be completed by all teachers who work with the intern during the internship.

Informal Assessments

Journal

The intern is expected to keep a daily journal, reflecting on his or her teaching, and compiling ideas for strategies, resources, and management practices. This journal may be shared with the college supervisor and may be used as a reference for sharing during seminars.

Informal Observations

Ongoing observation with feedback, conversation, and reflection is crucial to the development of professional growth as a teacher. These observations may be documented in several ways:

- *Regular conversations* with the college supervisor/lead teacher about the intern's practice

- *Written feedback*

Formal Observations

The formal observation typically begins with a pre-conference to set the focus for the observation. The intern will make a lesson plan available to the observer, college supervisor or lead teacher in advance. The observation form in this handbook may be used to evaluate the lesson taught. During a post-conference, the intern and observer will discuss the evaluation. It is also valuable to videotape teaching episodes and allow interns to critique their teaching.

Midterm and Semester Evaluations

The intern, college supervisor, and lead teacher will each complete the required evaluations at midterm and during finals week. (See assessment forms at the end of this section.) The completed forms serve as a basis for a conference to evaluate the intern's progress and to identify strengths and weaknesses. These forms become a part of the student file and will be used in determining the semester grade as well as to measure progress in the program. The intern's portfolio will also be checked each semester.

Assessment Schedule

Assessment is an ongoing process. Effective teachers learn to become adept at self-evaluation, and the internship provides a good opportunity to develop those skills. The intern should videotape and evaluate at least one lesson in the fall and two in the spring. Clips from the tapes with appropriate reflections are excellent artifacts to be included in the digital portfolio. The following is a suggested assessment schedule.

Fall

Interns	Lead Teachers	C of I Faculty
Minimum of 1 videotaped lesson with self-evaluation	At least 1 formal lesson observation	At least 2 formal lesson observations
Ongoing lesson reflections in journal	At least 1 formal lesson plan critique	Critique lesson plans as needed
Portfolio	Portfolio review Dispositions assessment	Portfolio review Dispositions assessment
Midterm & semester evaluation	Midterm & semester evaluation	Midterm & semester evaluation
Goal setting based upon performance	Conference with intern and C of I faculty	Conference with intern and lead teacher

Spring

Interns	Lead Teachers	C of I Faculty
Minimum of 2 videotaped lesson with self-evaluation	At least 2 formal lesson observations	At least 3 formal lesson observations
Ongoing lesson reflections in journal	At least 1 unit plan critique	Critique unit plans as needed
Portfolio – action research	Portfolio review Dispositions assessment	Portfolio review, including action research project Dispositions assessment
Midterm & semester evaluation	Midterm & semester evaluation	Midterm & semester evaluation
Goal setting based upon performance	Conference with intern and C of I faculty	Conference with intern and lead teacher

Internship Assessment Forms/Rubrics

The assessment forms and rubrics on the following pages are to be used as part of the assessment process. The forms may be copied, and completed forms can be e-mailed or hand-delivered to the appropriate supervisors

### *Classroom Observation Form* *(Updated November 2011)*	
Intern:	Date:
School:	Grade Level:
Subject:	School Year:
Observer Name:	Position:

*(Note: Components are linked to Danielson's **The Framework for Teaching.**)*

Component 1a: *Designs coherent instruction using knowledge of content and pedagogy.* Performance Rating: Distinguished_____ Proficient_____ Basic_____ Unsatisfactory_____ No Opportunity to Observe_____ Comments: .	Component 1b: *Sets instructional goals meeting state and district standards.* Performance Rating: Distinguished_____ Proficient_____ Basic_____ Unsatisfactory_____ No Opportunity to Observe_____ Comments:
Component 2a: *Creates a culture for learning through respect and rapport with students.* Performance Rating: Distinguished_____ Proficient_____ Basic_____ Unsatisfactory_____ No Opportunity to Observe_____ Comments:	Component 2b: *Manages classroom procedures.* Performance Rating: Distinguished_____ Proficient_____ Basic_____ Unsatisfactory_____ No Opportunity to Observe_____ Comments:

Component 2c: *Manages student behavior.* Performance Rating: Distinguished_____ Proficient_____ Basic_____ Unsatisfactory_____ No Opportunity to Observe_____ Comments:	Component 3a: *Communicates clearly and accurately.* Performance Rating: Distinguished_____ Proficient_____ Basic_____ Unsatisfactory_____ No Opportunity to Observe_____ Comments:
Component 3b: *Uses questioning and discussion techniques.* Performance Rating: Distinguished_____ Proficient_____ Basic_____ Unsatisfactory_____ No Opportunity to Observe_____ Comments:	Component 3c: *Engages students in learning.* Performance Rating: Distinguished_____ Proficient_____ Basic_____ Unsatisfactory_____ No Opportunity to Observe_____ Comments:
Component 3d: *Provides feedback to students.* Performance Rating: Distinguished_____ Proficient_____ Basic_____ Unsatisfactory_____ No Opportunity to Observe_____ Comments:	Component 3e: *Demonstrates flexibility and responsiveness.* Performance Rating: Distinguished_____ Proficient_____ Basic_____ Unsatisfactory_____ No Opportunity to Observe_____ Comments: .

Component 3f: *Uses assessment to inform instruction and improve student achievement.* Performance Rating: Distinguished_____ Proficient_____ Basic_____ Unsatisfactory_____ No Opportunity to Observe_____ Comments:	Component 4a: *Demonstrates professionalism.* Performance Rating: Distinguished_____ Proficient_____ Basic_____ Unsatisfactory_____ No Opportunity to Observe_____ Comments:
Component 4b: *Reflects on teaching.* Performance Rating: Distinguished_____ Proficient_____ Basic_____ Unsatisfactory_____ No Opportunity to Observe_____ Comments:	*Uses technology in ways that make students productive and meet the instructional goals of the lesson.* Performance Rating: Distinguished_____ Proficient_____ Basic_____ Unsatisfactory_____ No Opportunity to Observe_____ Comments:

Comments:

Signature of Intern:	Date:
Signature of Supervisor:	Date:

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Formative Midterm Assessment

Intern:	School:
Evaluator:	Date:

This midterm report is primarily for your intern's benefit. Please discuss this form with your intern and together set goals in each area to provide a focus for the remainder of the semester. Please comment specifically regarding the individual's performance in the following areas:

Planning and Preparation (Content knowledge, knowledge of students, knowledge of standards, goal setting)

Goal:

Classroom Environment (Mutual respect, culture for learning, managing procedures, managing behavior, safety)

Goal:

Instruction (Communication skills, questioning/discussion techniques, student engagement, feedback, responsiveness)

Goal:

Professional Responsibility (Reflection, records, communication with families, collaboration, professional growth)

Goal:

Additional Comments:

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Individualized Professional Learning Plan Form

Directions: Use the Framework for Teaching Reflection Assessment to determine and develop a Professional Action Plan Goal.

		Professional Action Plan Goal Criteria
S	**Specific Standards-Based**	• Is the goal clearly focused on what is to be accomplished? • Why is this goal important? • Is it based on the *Framework for Teaching* (or *Framework for Specialist*) components and aligned critical attributes?
M	**Measurable**	• Can this goal be measured? • Will the teacher be able to collect evidence of achievement? • Is this goal based upon multiple sources of data?
A	**Aligned and Attainable**	• Is this goal aligned to district and school improvement goals? • Will resources be available to achieve this goal?
R	**Relevant**	• How will this goal enhance teaching/professional practice/craft? • How will this goal enhance learning opportunities for students?
T	**Time Bound**	• Can this goal be attained within the required timeframe?

- **When:** Provide time frame for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List specific area of teaching/student learning that needs to be improved
- **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, checksheets, tests, etc.

Example focused upon 1c – Setting Instructional Outcomes, 1e –

Designing Coherent Instruction, 2c – Managing Classroom Procedures and *3c – Engaging Students in Learning:* During 2012-13 **(WHEN),** the 6th Grade Teacher **(WHO)** will increase instructional learning time and student engagement at the beginning of class each day by 1) improving student-managed procedures at during the first 15 minutes of class and 2) designing and implementing "high interest" Student Learning Outcome Aligned Core Content bell work **(WHAT),** as measured by number of 25 or less tardy yellow slips and 90% of students completing accurate (85% or better) bell work **(DATA SOURCE).**

Directions for Goal Setting: Candidates must choose…

1. A minimum of three goals developed collaboratively between the candidate and the university supervisor (mentor teacher can be invited to participate)
2. At least one goal that address at least one component in 2a-2d (prioritizing those components with a proficiency of 2).
3. At least one goal that address at least one component in 3a-3d (prioritizing those components with a proficiency of 2)

A third goal chosen from any domain and prioritizes those components with a proficiency of 2)

Candidate's Professional Action Plan

Candidate Name:	Date:	University:

Domain Two Goal (2a – 2d): Identify Component_____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Domain Three Goal (3a – 3c): Identify Component_____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Third Goal: Identify Component_____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

I have reviewed the above Professional Action Plan:

Candidate's Signature: _____   Date: _____

Idaho Teacher Candidate Evaluation
(Based on the Charlotte Danielson Model)

Teacher Candidate _____   Term/Year _____

Institution _____

In order to be recommended for teacher certification, teacher candidates must score a level two or above in all components of each domain.

* Level four is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates.

1 – Unsatisfactory   2 – Basic   3 – Proficient   4 - Distinguished

Planning and Preparation (Correlated to Idaho Core Teacher Standards 1, 2, and 7)						
Strengths	**Domain 1**	**1**	**2**	**3**	**4***	**Growth Opportunities**
	A. Demonstrating knowledge of content and pedagogy	☐	☐	☐	NA	
	B. Demonstrating knowledge of students	☐	☐	☐	NA	
	C. Setting instructional outcomes	☐	☐	☐	NA	
	D. Demonstrating knowledge of resources	☐	☐	☐	NA	
	E. Designing coherent instruction	☐	☐	☐	NA	
	F. Designing student assessments	☐	☐	☐	NA	

Strengths	The Classroom Environment (Correlated to Idaho Core Teacher Standard 5) Domain 2	1	2	3	4*	Growth Opportunities
	A. Creating an environment of respect and rapport	☐	☐	☐	NA	
	B. Establishing a culture for learning	☐	☐	☐	NA	
	C. Managing classroom procedures	☐	☐	☐	NA	
	D. Managing student behavior	☐	☐	☐	NA	
	E. Organizing Physical Space	☐	☐	☐	NA	

Strengths	Instruction and Assessment (Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8) Domain 3	1	2	3	4*	Growth Opportunities
	A. Communicating with students	☐	☐	☐	NA	
	B. Using questioning and discussion techniques	☐	☐	☐	NA	
	C. Engaging students in learning	☐	☐	☐	NA	
	D. Using Assessment in Instruction	☐	☐	☐	NA	
	E. Demonstrating flexibility and responsiveness	☐	☐	☐	NA	

Strengths	Professional Responsibilities (Correlated to Idaho Core Teacher Standard 9 and 10)						Growth Opportunities
	Domain 4	**1**	**2**	**3**	**4***		
	A. Reflecting on teaching	☐	☐	☐	NA		
	B. Maintaining accurate records	☐	☐	☐	NA		
	C. Communicating with families	☐	☐	☐	NA		
	D. Participating in the professional community	☐	☐	☐	NA		
	E. Growing and developing professionally	☐	☐	☐	NA		
	F. Showing professionalism	☐	☐	☐	NA		

(Signatures indicate that information has been discussed with all parties unless comments indicate otherwise)

_____   _____

Teacher Candidate's Signature   Date

_____   _____

Mentor Teacher's Signature   Date

_____   _____

University Supervisor's Signature   Date

Appendices

Appendix A

InTASC Model Core Teacher Standards

THE LEARNER & LEARNING

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 allow each learner to reach his/her full potential.

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.

CONTENT KNOWLEDGE

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 these aspects of the discipline accessible and meaningful for learners.

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.

INSTRUCTIONAL PRACTICE

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.

PROFESSIONAL RESPONSIBILITY

Standard 9: Professional Learning & 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 & 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.

Appendix B

Idaho Core Teacher Standards (InTASC 2011)
Expanded Form

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

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.

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.

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 #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.

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.

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 #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.

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.

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.

Content
Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

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.

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.

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 #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.

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.

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.

Instructional Practice
Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

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.

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.

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 #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).

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.

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 #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.

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).

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.

Professional Responsibility
Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

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 knows 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.

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.

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 #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.

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 schoolwide 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.

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.

Appendix C

Individualized Professional Learning Plan Form

Directions: Use the Framework for Teaching Reflection Assessment to determine and develop a Professional Action Plan Goal.

		Professional Action Plan Goal Criteria
S	**Specific Standards-Based**	• Is the goal clearly focused on what is to be accomplished? • Why is this goal important? • Is it based on the *Framework for Teaching* (or *Framework for Specialist*) components and aligned critical attributes?
M	**Measurable**	• Can this goal be measured? • Will the teacher be able to collect evidence of achievement? • Is this goal based upon multiple sources of data?
A	**Aligned and Attainable**	• Is this goal aligned to district and school improvement goals? • Will resources be available to achieve this goal?
R	**Relevant**	• How will this goal enhance teaching/professional practice/craft? • How will this goal enhance learning opportunities for students?
T	**Time Bound**	• Can this goal be attained within the required timeframe?

- **When:** Provide time frame for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List specific area of teaching/student learning that needs to be improved
- **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, checksheets, tests, etc.

Example focused upon 1c – Setting Instructional Outcomes, 1e – Designing Coherent Instruction, 2c – Managing Classroom Procedures and *3c – Engaging Students in Learning:* During 2012-13 **(WHEN),** the 6th Grade Teacher **(WHO)** will increase instructional learning time and student engagement at the beginning of class each day by 1) improving student-managed procedures at during the first 15 minutes of class and 2) designing and implementing "high interest" Student Learning Outcome Aligned Core Content bell work **(WHAT),** as measured by number of 25 or less tardy yellow slips and 90% of students completing accurate (85% or better) bell work **(DATA SOURCE).**

Directions for Goal Setting: Candidates must choose…

4. A minimum of three goals developed collaboratively between the candidate and the university supervisor (mentor teacher can be invited to participate).
5. At least one goal that address at least one component in 2a-2d (prioritizing those components with a proficiency of 2).
6. At least one goal that address at least one component in 3a-3d (prioritizing those components with a proficiency of 2).

A third goal chosen from any domain and prioritizes those components with a proficiency of 2).

Candidate's Professional Action Plan

Candidate Name:	Date:	University:

Domain Two Goal (2a – 2d): Identify Component_____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Domain Three Goal (3a – 3c): Identify Component_____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Third Goal: Identify Component_____

Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

I   I have reviewed the above Professional Action Plan:

Candidate's Signature: _____   Date: _____

Appendix D

Conceptual Framework Knowledge Base Bibliography

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Appendix E

Department of Education Tracking of Check Points

(Revised August 2013)

Candidates shall work with their major advisor and their education advisor to monitor progress through the program.

Level	Check Point	Criteria
I	**Admission** (Completion of Introduction to Education, sophomore year)	• Completed Application for Admission to the Teacher Education Program • Cumulative GPA $\geq$ 2.75 • Portfolio: 3 artifacts, metaphor, 3 reflections, sample of writing • Cold write $\geq$ 2.0 • Dispositions ratings: Acceptable or Target (advisory)
II	**Admission to Curriculum and Instruction** (Completion of Literacy in Content Areas, junior year)	• Cumulative GPA $\geq$ 2.75 • Portfolio: At least 2 artifacts and reflection/s for each standard, metaphor, sample of writing; rubric score $\geq$ 66 • Dispositions ratings: Acceptable or Target ***No student will be considered for Level III without full admission.***
III	**Admission to Internship** (Completion of Curriculum and Instruction, spring semester senior year) ***All criteria must be completed by end of senior year in order to begin internship in the fall.***	<u>**Elementary**</u> • Passing scores on Standards 1 and 2 of ICLA exam • Passing score on content portion of Praxis <u>**Secondary**</u> • Passing score on Standard 2 of ICLA exam • Passing score on first teaching field Praxis • Completion of required coursework for second teaching field (recommended) <u>**All Candidates**</u> • BA/BS degree • Positive background check (fingerprinting) • Cumulative GPA $\geq$ 2.75 • Portfolio: 3 artifacts and reflection/s, sample of writing, metaphor; rubric score $\geq$ 88 • Positive report from clinical experiences • Dispositions ratings: Acceptable or Target • Positive recommendation from field placement teacher

IV	**Admission to Spring Semester of Internship**
	
	(End of fall semester of internship)
		Positive vote by the Education Department faculty based on the following evidence:
		• Passing score on all Praxis exams required by the state
		  o Elementary: Endorsement area test(s)
		  o Secondary: Second teaching field
		• Elementary: Passing score on Standard 3 of ICLA exam
		• Cumulative GPA $\geq$ 2.75
		• Dispositions ratings: Acceptable or Target
		• Observation reports from the college supervisor
		• Observation reports from the lead teacher

V	**Recommendation for Certification** (End of Internship year)	Positive vote by the Education Department faculty based on the following evidence: • Digitized portfolio: 3 artifacts and reflection/s, sample of writing, metaphor; rubric score $\geq$ 110 • Mean score $\geq$ 3 in each of the domains of the final assessment instrument. All sub-components must be acceptable or higher. • Observation reports from the college supervisor • Observation reports from the lead teacher • Dispositions ratings: Acceptable or Target • Cumulative GPA $\geq$ 2.75 • Submission of completed Application for Certification

Appendix F

Dispositions Rubric

Professional Dispositions Rubric	
Candidate's Name:	
Reviewer's Name:	
Checkpoint:	Date:

Dispositions: Attitudes, values, and beliefs as demonstrated by words and actions related to being an effective educator.

Procedures: The following rubric will be used to assess the dispositions of candidates at admission and at each subsequent checkpoint in the teacher education program. Faculty members, field experience supervisors, and lead teachers are encouraged to provide comments related to indicators of candidates' dispositions at any point in a candidate's program. Comments related to dispositions will be forwarded to the department chair and filed in the candidate's file by the administrative assistant. This form will be completed at each checkpoint in the program. This rubric is to be used as a tool to assist candidates as they develop the dispositions of a successful teacher. Any area that is identified as being unacceptable will be discussed with the candidate. If the candidate wishes to continue in the teacher preparation program, a plan for improvement with assessment points and a timeline will be developed by the candidate and his/her education adviser. The plan for improvement must be approved by the department faculty. Progress on the plan will be reviewed at or before the candidate's next checkpoint.

Rubric is on the back of this page.

Professional Dispositions Rubric

Disposition	(1) Unacceptable	(2) Acceptable	(3) Target
(1) Commitment to the Learning of All Students	• Exhibits negative attitudes toward some students or their families • Lowers expectations for some students	• Shows respect for all learners • Shows interest in learner success • Respects human diversity in all its forms • Creates learning situations. to meet learning needs of all students	Prepares for and values the uniqueness of the individual learner, including: • Learning Style • Readiness • Motivation • Culture • Language • Gender
(2) Collaboration for Improving Learning	• Isolates from professional peers • Fails to engage students in establishing ownership of their learning • Inconsistently completes assigned tasks • Produces products of poor quality	• Is courteous to all • Accepts responsibility for tasks • Communicates with parents and other professionals • Works well as a team member • Completes tasks promptly with acceptable quality • Encourages students to become involved as part of a learning community • Engages in learning communities with other professionals	• Respects feelings and opinions of others • Collaborates with students, community and peers • Embraces and promotes collaborative planning and work opportunities • Is prompt in completing tasks that are assigned • Produces high quality work consistently • Creates professional and classroom learning communities
(3) Ethical Behavior in Personal and Professional Dealings	• Does not exhibit fairness or equity in all situations • Does not follow ethical standards for the profession • Does not obey civil laws • Is less than honest when communicating with others • Does not adhere to school policies • Does not represent the professions in a positive manner	• Adheres to the ethical standards of the profession • Is fair in working with all individuals • Is honest in interactions • Demonstrates respect/self-respect • Adheres to school policies • Obeys the laws of the land • Appears professional in appearance and behavior • Is dependable • Completes task in timely manner	• Exhibits honesty and integrity in all situations • Respects self and others • Serves as a positive role model for the profession • Exhibits self-efficacy
(4) Reflection to improve practice	• Challenges corrective criticism • Exhibits difficulty in modifying behavior/practice • Fails to engage in self-evaluation • Fails to seek assistance	• Accepts constructive criticism and is willing to modify behavior or practice • Takes time to reflect on work • Is aware of personal strengths and weaknesses and seeks to improve • Is flexible	• Seeks ways to improve • Evaluates personal beliefs and suggestions made by others objectively • Demonstrates a tolerance for ambiguity

Appendix G

Department of Education Appeal Procedure

Any candidate who has been denied admission to the teacher education program, recommendation for admission to the MAT program, admission to internship, recommendation for admission to the MEd program, or recommendation for certification, and who believes that this action was not justified, may appeal the decision through the procedure outlined below. Students wishing to initiate such action must do so in writing within three weeks of being notified of the decision they wish to appeal.

The appeal procedure is as follows:

1. A written statement requesting reconsideration of action shall be presented to the chair of the Education Department. The statement must include reasons for the request. The student shall meet with the chair of the Education Department to determine if a satisfactory agreement can be achieved at that level. The chair shall respond to the student, in writing, concerning the outcome of that meeting within five working days of the meeting.

2. If the situation is not resolved to the satisfaction of the student in step one, the student shall be entitled to appear, in person, before a hearing committee composed of the full-time College of Idaho faculty members teaching in the Education Department, without the department chair present. The student must notify the department of his/her desire to move the appeal process to level two within one week of receiving notification of the decision at level one. A written document, including the nature of the request, the student's description of the situation in question and his or her rationale for the request, shall be submitted to each department faculty member at least two days prior to the meeting. An Education Department faculty member shall provide the student with written notification of the faculty's response to the student's request within five working days of the meeting.

3. If the situation is not resolved to the satisfaction of the student, he/she may take the request to a hearing committee composed of the vice president of academic affairs, the Education Department chair, and a K-12 school administrator who currently serves on the Teacher Education Advisory Committee. The student must notify the department of his/her desire to move the appeal process to level three within one week of receiving notification of the decision at level two. The student shall provide each member of the committee with a written description of the issue in question and the rationale for his/her request at least two days prior to the meeting. The student shall receive written notification of the results of the hearing within five working days of the meeting.

   The decision of the level three hearing committee shall be considered final.

Appendix H

Portfolios

A portfolio is a collection of materials assembled to demonstrate to others what you have done and/or are able to do. The portfolio is drawn from a larger collection of artifacts (records, papers, letters, pictures, class assignments, student work, graphics, audio or video clips) called a folio. The teaching profession has identified a base of knowledge, a set of teaching skills and abilities, and a framework of attitudes and dispositions that prospective teachers must possess in order to be successful as beginning teachers. (See Appendices A and B of this handbook for more information on the Idaho Core Teacher Standards.) The selections from the folio that you choose to include in your portfolio serve to document for others that you have these understandings, abilities, and dispositions. Sometimes the artifact you choose will be a record of your performance when you successfully complete a teaching task. Sometimes it will be a class paper or assignment that demonstrates an understanding or attitude important for effective teaching. During your internship year it should include work samples from your students. In any case, think of your portfolio as a set of materials especially assembled to showcase your knowledge, skills and abilities.

Portfolios as Appropriate Learning and Assessment Tools

American education is in the midst of a dramatic era of reform. At the forefront of this reform is a rethinking of the processes involved in preparing teachers. An important thrust of the reform effort is that now teachers (and future teachers) will be expected to give evidence of their ability to perform in authentic teaching/learning settings. Teachers and prospective teachers will need to show evidence of their ability to *apply* what they know about teaching and to demonstrate the ability to *reflect* on their practice in ways that allow for professional growth and development. Unlike traditional assessment tools, portfolios provide the Education Department (or future employers) with important evidence of your ability to apply your knowledge in practice and to reflect on that practice.

Items to be Included in Your Portfolio

A portfolio is a collection of materials chosen and displayed with a specific purpose in mind. It is imperative that you know what the reviewers of your portfolio expect; portfolios are assembled and reassembled from your larger folio each time you have the need to prove a different point about yourself. A professor may ask you to prepare a portfolio based upon the expectations of a particular class, for example. Eventually you will want to create a professional portfolio based upon the Idaho Core Teaching Standards.

The portfolio process is one of **collection**, **selection**, and **reflection**. Begin by **collecting** samples of your work to be included in your folio. Next, **select** certain of these that best demonstrate the standard or class outcome you are working on. If you choose more than one artifact, try to select ones that show growth or progress. Finally, you will **reflect** upon what you have done. This reflection will help you see what you have accomplished, and what you want to continue to work on as a practicing professional. As you reflect, the portfolio serves as (a) a record of your accomplishments and (b) a guide for your continuing learning efforts.

Your goal, when selecting items for placement in your portfolio, should be to show the reviewers (a) what you have done, (b) what you can do, and (c) how you have been improving. Three items for any one section will generally suffice. Choose them carefully. Try to select items that show the progress you have made and how you have learned from your experiences. Remember, learning never ends. Your instructors and your future employers want to know if you are someone who will continue to learn. A good place to begin is with the document you believe best portrays your ability to perform in the area being assessed. Then, before you add another item, ask, "What will this second item add to what the reviewer has already learned from the first item?" Add only those items that provide new or different insights regarding your performance. This "value added" principle will not only help you decide what to add but will also keep your portfolio from becoming too large.

Portfolio Format

Initially, we suggest a three-ring notebook. One with a zippered section or pockets is probably best because you may want to include items such as a disk. Since most of the documents you will choose for your portfolio are one-of-a-kind original documents, you will want to protect them and ensure that they are not folded, creased or stapled. The best way to do this is to purchase acetate sleeves that can hold 8 ½ by 11 sheets of paper. This way you will avoid the need to punch holes in valuable originals. Buy a generous supply so you don't have to keep inserting and removing documents from the sleeves. If you include items that do not have obvious meaning, be sure to include notes so you can recall the document's importance once you write your reflection.

As you develop multi-media computer skills, you will want to create a digitized portfolio. This will demand that you create digital versions of the items you include in the portfolio. Word processing files, databases, spreadsheets, scanned materials, digitized photos, presentations, audio and video clips can all be included. We recommend the portfolio be organized as HTML documents, and saved to a cloud server, so that reviewers can access and navigate it using a web browser like Microsoft Explorer or Safari.

Writing a Reflective Statement

Research on teaching suggests that the ability to reflect deeply on and about their experiences is a critical attribute of master teachers. Consequently, this section of your portfolio is extremely important because it demonstrates your skill at thoughtful reflection. For each item included in your portfolio, you should include a reflective statement. The purposes of this statement are:

- To inform the reviewers about the context of the item. What were the circumstances and setting? Why was it chosen?

- To indicate to the reviewers how the item meets the entry-level teaching standard or the outcome specifically required by a particular course.

- To share with the reviewers what the item tells you about yourself as a teacher.

You should do all of this in a reflective manner. This means that you should offer your explanation of what these documented experiences or artifacts have meant to you. This gives the reviewer added insight into your perspective and point of view. Remember, it is this statement that helps you show how you are unique and how you are different from others—create your

own unique reflection. See the example below of a student's first attempt at reflection. As you become more adept at reflecting, your written reflections will become richer and more insightful.

Sample Reflection

My community involvement in learning is evident through my volunteer work and my summer employment. I volunteered during Spring Break to tutor at Farmway Village near Notus. I am also volunteering at Jefferson Junior School in Caldwell on Tuesday and Thursday mornings. Most of the time, I help students with math. Last summer, I worked at Spokane Parks and Recreation as a director for a program that is for children age 6-12.

Because I think I want to teach math, my volunteering at Jefferson has helped me to get ideas for when I become an intern and has shown me ways to put these ideas into motion. During my time at the school I have had a couple of chances to work with small groups of the students and to try different teaching strategies with them. This gives me a chance to see what works and what does not work for me.

As a director for the playground at Spokane Parks and Recreation, I got to plan activities for the week, work with other directors, and spend time working with children. All of these activities that I have been involved in have helped me to continue learning ways to teach children and work on motivation and management strategies. They have also given me a chance to get involved with the community and the children's parents.

I realize that I need even more opportunities to work with young people. Teaching is so complex and there are so many decisions a teacher has to make. I know that the more experiences I have, the more confident I will be in my ability to teach. Although I am leaning toward math as a subject to teach, I am still considering elementary because the younger kids are so lovable. I don't look on the volunteering I have done as a burden because I find it really rewarding to help kids learn. My goal for the rest of the year is to work in an elementary school and, maybe, a high school, so that I can figure out what age group appeals to me the most.

Portfolio Assessment

You will normally be asked to submit your portfolio at four different times in your teacher education program. The first two will be *student portfolios*: those designed to learn and practice the process as well as to assess your preparation for the teaching profession. Many times, in a student portfolio, you may want to show that you "are making progress toward a standard" rather than that you "have met a standard." The third and fourth will be versions of your *professional portfolio*. The professional portfolio is intended to be used in your job search and in beginning to track your professional career.

- The first time your portfolio will be evaluated will be during your *Introduction to Teaching* course when you apply for admission to the program.

- The last evaluation of your student portfolio will occur at the end of your junior year. At this time you should have at least one artifact for each standard.

- Prior to graduation, you will submit the first version of your professional portfolio when you apply for the internship year.

- Your final digitized professional portfolio will be constructed during your internship. This portfolio will be saved to the Education Department's web page and should move

away from the strict subdivisions of ten standards and be more accessible to a future employer. In other words, work to make this portfolio more creative utilizing your best student work samples, with evidence of becoming a reflective practitioner. It should be original and showcase you as a teacher.

Facilitating the Portfolio Process

Although the ultimate responsibility for constructing your portfolio falls to you, faculty and advisors will help you throughout the process. The Education Department has prepared this document for portfolio preparation. It should serve you throughout your five years in the program. No one will tell you what to include in your portfolio; however, faculty will be happy to help you think about your choices, give you helpful feedback, provide general guidance and suggest possible ways to evidence your performance.

Starting Out

The first step for you is to adopt an attitude. Embrace the idea that you will, throughout your lifetime, be the one and only person who is truly interested in and capable of reflecting upon and improving your skills and abilities as a teacher. Take charge of your own career—determine what you can do and what you need to continue to work on. Then begin collecting items that document what you have done and what you can do. When you engage in an activity that contributes to your career goals, try to keep some tangible record of the experience and/or your contribution. Often others involved in the activity will be happy to write letters commending you for your participation and contribution. Learn to ask for a record of your experience and set up a filing system for saving the documents–a folio, the focus of the next section.

The Folio

The folio is simply a collection of materials, documents, papers, pictures, certificates, letters, work samples, and digital copies of performances. The items (artifacts) relate to and give evidence of your efforts to reach the educational and career goals you have established for yourself. It is from the folio collection that you construct your portfolio.

To start your folio, select a convenient but safe place to organize and store your materials. A file drawer would be great, but a sturdy box will serve well, too. You'll need something like manila file folders to organize and file the materials so they can be easily retrieved when you begin to build your portfolio. Get into the habit of labeling every artifact with the name of the artifact, date, where it came from, a short description and the standard it will address.

The next step is to organize your materials so that you can find what you need when you want it. It is a good idea to organize your folio according to the Idaho teaching standards because they form the categories for your final student portfolio. In some cases, you will be asked to meet particular standards the Education Department has developed that are more closely aligned to courses in the teacher education curriculum.

Student Portfolio #1:
Due upon completion of EDU-202 Introduction to Teaching
Because this portfolio will be part of the process of application and acceptance into the teacher education program, the central theme concerns your interest in and commitment to teaching and learning. Include materials providing evidence that you are a quality candidate for the teacher

education program. For example, you might show evidence of a reflective attitude toward teaching and your emerging identity as a teacher as exemplified in your teaching metaphor, your commitment to being an educator, personal or unique qualities that will make you a good teacher, an understanding of how children develop and learn, and an involvement in the educational community. You should be able to include specific artifacts that address standards 5, 7, and another of your choice.

Student Portfolio #2
Due at the end of the junior year

In the second portfolio you should include evidence of your knowledge of the subject matter you will teach, your knowledge of the growth and development patterns of children, and your ability to understand and apply literacy and assessment strategies in the classroom. In addition, you should begin to collect evidence of your ability to communicate clearly, think reflectively, use educational technology, motivate learners, and become more involved in community service. This portfolio should include at least two artifacts for each of the ten standards, and may include more (if literacy classes have been fulfilled).

Professional Portfolio #1
Due when applying for the internship year

Your first professional portfolio should include at least three artifacts for each of the ten teaching standards. In addition to those where you have already begun to collect material, you should be able to add evidence of your abilities in planning for instruction, integration of technology into instruction, and using multiple instructional strategies.

Digitized Professional Portfolio #2
Due during your internship year

It is important to realize that the audience for this portfolio includes not just those involved in your preparation to teach, but also prospective employers. You will need to include such things as your philosophy of teaching, a resume, and other items that would be helpful in attaining a teaching position. This portfolio ought to be a unique and original reflection of you as a beginning teacher. Think of creative ways to organize this portfolio that move away from a lock-step presentation of the ten standards. The portfolio will be digitized and saved to a cloud server.

Include artifacts that give evidence of:
- Your ability to *apply* the ideas, understandings and theories learned earlier in the program.
- Your ability to involve the community in learning.
- Your ability to develop a positive rapport with students.
- Your ability to plan and manage instruction.
- Your initiative and independence as a life-long learner.
- Your ability to work cooperatively with others.
- Your ability to adapt instruction to meet individual needs.
- Your ability to develop effective curricular materials.

Rubric for Portfolio Evaluation

6	**This level of quality is reserved for the truly exceptional portfolio**. Everything about this portfolio is impressive; the student has not only met but has exceeded the expectations of each of the standards addressed; the thinking/reflecting displayed are superior and it is obvious that the student has spent an extraordinary amount of time in the execution of this project.
5	**This level of quality is for the strong portfolio**. A score of 5 is clearly above average but lacks the distinctiveness of "6." The portfolio meets and, to some extent, exceeds the demands of the assignment. The thinking/reflecting displayed are commendable; it is obvious that the student has shown effort and care in the execution of this work.
4	**This level of quality is for the portfolio that reflects the average range of response**. It neither excites nor dismays the evaluator; the portfolio addresses all required standards but offers no extending; the thinking/reflecting displayed is adequate; the project displays reasonable care and effort.
3	**This level of quality is the lowest range of average response**. There are deficiencies in this portfolio that cause the evaluator to question; not all standards have been addressed; generally this portfolio is brief and sketchy; the level of thinking/reflecting displayed is inadequate; the portfolio appears rushed or marginal.
2	**This level of quality is unacceptable**. The portfolio has important aspects of the standards neglected or unfinished; responses appear rushed or careless; little evidence of thinking/reflection is displayed; the overall impression is poor.
1	**Descriptors of this level of quality are for portfolios that have not been turned in or are too incomplete to be evaluated**.

Discussion Questions for Students and Evaluators

- Why was a particular artifact chosen?
- What was the particular assignment?
- What standard is demonstrated by the artifact?
- What other possible artifacts were considered?
- What learning does the artifact represent?
- What other evidence might address the standard? How might you obtain it?
- What does the artifact say about your understanding of yourself as a teacher—your interest in and commitment to teaching?

Portfolio Rubric

Revised for InTASC Standards 12/12/13

| Junior level ___ | Senior level ___ | | Candidate: | | Reviewer: | | Date: | |

InTASC Standards

	Unacceptable (0-2)	Acceptable (3-4)	Target (5-6)	1 Learner Development	2 Learning Differences	3 Learning Environments	4 Content Knowledge	5 Application of Content	6 Assessment	7 Planning for Instruction	8 Instructional Strategies	9 Professional Learning & Ethical Practice	10 Leadership & Collaboration	Sum	Avg
Artifacts	Quality and number of artifacts are not sufficient.	Quality and number of artifacts are sufficient.	The number of artifacts is sufficient and quality exceeds the requirement.											0	0%
Reflection	Doesn't provide context for artifact, make connection to standard, connect with self, teaching.	Discusses each of the three aspects of reflection.	Gives a detailed and thoughtful response for each of the three aspects of reflection.											0	0%
Designated Original Writing Sample	Writing lacks organization, clarity &/or voice.	Information is somewhat organized, clear voice, few errors in conventions.	Professional quality, well organized.									*6 Possible*		0	
Presentation	Some required components not included &/or not well organized.	All required components included. Not well presented.	Complete; material attractively presented; well organized.									*6 Possible*		0	
												Total Score		0	0%

Required Components	Sample of writing, metaphor, table of contents, standards, artifacts, reflections. By the end of internship you must include at least one work sample as an artifact.
Scoring	**132 possible. Junior score > 66 / Senior score > 88 / Intern > 110**

Standard	Comments
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
General	

Appendix I

Interdisciplinary Studies for Elementary Precertification Major Advising Guide

50-52 credits (Total does not include prerequisite courses)

Complete the following Education courses (these meet the pre-certification requirements of the Idaho State Department of Education):

Course ID	Course Name	Number of Credits
EDU-202	Introduction to Teaching	3 credits
EDU-301	Foundations of Schooling	3 credits
EDU-304	Literacy Development	3 credits
EDU-305	Literacy in Content Areas	3 credits
EDU-350	Literature for Children and Adolescents	3 credits
EDU-430	Teaching in a Diverse Society	3 credits
EDU-441	Curriculum and Instruction	3 credits
EDU-442	Teaching Exceptional Children	3 credits

Science Electives:

Course ID	Course Name	Number of Credits
BIO-129	Murder, Medicine and Magic	3 credits
BIO-129L	Murder, Medicine and Magic Lab	1 credits
BIO-140	Idaho Natural History	3 credits
BIO-140L	Idaho Natural History Lab	1 credits
BIO-201	Biology I: Molecules to Cells	3 credits
BIO-201L	Molecules to Cells Lab	1 credits
or		
BIO-210L	Molecules to Cells Research-Based Lab	1 credits
CHE-124	Forensic Science	2 credits
CHE-124L	Forensic Science Lab	1 credits
CHE-141	General Chemistry I	4 credits
ENV-160	Physical Environmental Systems	3 credits
ENV-160L	Physical Environmental Systems Laboratory	1 credits
ENV-260	Biological Environmental Interactions	3 credits
ENV-260L	Biological Environmental Interactions Laboratory	1 credits
GEO-101	Physical Geology	3 credits

Course ID	Course Name	Number of Credits
GEO-101L	Physical Geology Lab	1 credits
GEO-150	Physical Geography	3 credits
PHY-100	The Universe	3 credits
HHP-106	Introduction to Human Anatomy andPhysiology	3 credits
HHP-106L	Introduction to Human Anatomy andPhysiology Laboratory	1 credits

Complete 1 course from the following:

Course ID	Course Name	Number of Credits
Sociology, Anthropology, History, Criminal Justice, Psychology, Education or Political Economy		

**Elementary Candidates are required by the State to complete a 20 hour endorsement in a middle level content area; candidates must pass the corresponding PRAXIS II exam.

Suggested Schedule of Courses

Freshman Year

- Science elective
- POE-100 Essentials of American Government (3 cr)
- Psychology, Sociology, Anthropology, Education or Political Economy elective (3 cr)

Sophomore Year

- EDU-202 Introduction to Teaching (3 cr, fall and spring yearly) *Please see note below.
- PSY-221 Educational Psychology (3 cr, fall yearly) *Please see note below.
- MAT-221 Mathematics for Elementary School Teachers I (4 cr)
- MAT-222 Mathematics for Elementary School Teachers II (4 cr)
- HIS-200 Introduction to History of the United States (3 cr)
- Science elective with lab

Junior Year

- EDU-301 Foundations of Schooling (3 cr, spring yearly)
- EDU-304 Literacy Development (3 cr, spring yearly)
- EDU-305 Literacy in Content Areas (3 cr, fall/spring yearly)

- EDU-350 Literature for Children & Adolescents (3 cr, spring alternate years)
- Psychology, sociology, education or political economy elective (if not taken in freshman year)

Senior Year

- EDU-442 Teaching Exceptional Children (3 cr., fall yearly)
- EDU-430 Teaching in a Diverse Society (3 cr., spring yearly)
- EDU 441 Curriculum and Instruction (3 cr., spring yearly)

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*It is advised that EDU 202 and PSY 221 be taken together. These *can* be taken at the freshman level.

Appendix J

Education Minor in the Professional PEAK Advising Guide

Description: This 21-24 credit minor is a requirement for students planning to complete the requirements for certification as a secondary teacher. It may also be completed by students planning to teach at the elementary level who have already completed a baccalaureate degree before entering the teacher preparation program. In addition to this minor, candidates will need to complete a year-long internship leading to certification. Students completing this minor have the option of completing a Masters of Arts in Teaching in conjunction with a year-long internship. This minor will meet the graduation requirements of the Professional and Enhancement PEAK.

Interests and Career Goals: This precertification minor prepares students for the year-long internship following graduation. The year-long internship is required for the College of Idaho to recommend candidates for an Idaho teaching certificate.

Contact Persons: If you have questions about this minor or its content please contact one of the following Education Department faculty members:

Terah Moore E-mail – tmoore@collegeofidaho.edu Office phone – (208) 459-5815 Office location – Suite 1B Covell Hall	**Deb Yates** E-mail – dyates@collegeofidaho.edu Office phone - (208) 459-5212 Office location - Suite 1C Covell Hall
Patti Copple E-mail – pcopple@collegeofidaho.edu Office phone - (208) 459-5233 Office location - Suite 1A Covell Hall	**Kevin Talbert** E-mail – ktalbert@collegeofidaho.edu Office phone - (208) 459-5232 Office location - Suite 2B Covell Hall

Students pursuing this precertification minor should have one of the above faculty members as an advisor in addition to her/his major advisor. It is essential that students meet with both advisors when registering for classes.

Candidates planning to teach at the secondary level must complete this minor, a major that is approved as a first teaching field, and a 20 credit second teaching field. If the first and second teaching fields are in the same PEAK (e.g., chemistry and biology, math and physics, art and theater) it may be necessary to develop an individualized minor with courses from the two remaining PEAKs to accommodate graduation requirements.

Required Courses: The following courses are required for completion of this minor.

      EDU 202   Introduction to Teaching (3 cr, fall/spring yearly)

      PSY-221   Educational Psychology (3 cr, fall-yearly)

      EDU-301   Foundations of Schooling (3 cr, spring yearly)

      EDU-305   Literacy in Content Areas (3 cr, spring yearly)

      EDU-430   Teaching in a Diverse Society (3cr, spring yearly)

      EDU-441   Curriculum & Instruction (3 cr, spring yearly)

      EDU-442   Teaching Exceptional Children (3 cr, fall yearly)

Prerequisites:

EDU-304 Literacy Development	EDU 202, PSY 221, full or provisional admission to teacher certification program
EDU-305 Literacy in Content Areas	EDU 202, PSY 221, full or provisional admission to teacher certification program
EDU-430 Teaching in a Diverse Society	EDU 202, PSY 221, full or provisional admission to teacher certification program
EDU-441 Curriculum & Instruction	EDU 202, PSY 221, full or provisional admission to teacher certification program
EDU-442 Teaching Exceptional Children	EDU 202, PSY 221, full or provisional admission to teacher certification program

Appendix K

Literacy Education Minor in the Professional PEAK Advising Guide

Contact: Professor Patti Copple, Covell Ste 1, ext. 5233, pcopple@collegeofidaho.edu

Description: The Literacy Education minor allows students to complete the requirement for an Idaho teaching endorsement in K-12 literacy. This endorsement may be added to either an elementary or a secondary teaching certificate.

Interests and Career Goals: This minor is particularly helpful for elementary education candidates who would like additional coursework in reading education. Secondary candidates would be able to work with middle or high school students needing remedial help with reading skills. Students pursuing English as a first teaching field might choose to add this minor as a second teaching field.

Course Requirements:

EDU-253   Language Development and Literacy 3 cr. (fall alternate years)
EDU-304   Literacy Development 3 cr. (spring yearly)
EDU-305   Literacy in the Content Areas 3 cr. (fall/spring yearly)
EDU-306   Writing Process and Assessment 3 cr. (spring alternate years)
EDU-350   Literature for Children and Adolescents 3 cr. (spring alternate years)
EDU-352   Diagnosis and Remediation of Reading 3 cr. (fall alternate years)
EDU-451   Reading Practicum 3 cr. (spring alternate years)

Prerequisites:

EDU-304 Literacy Development	EDU 202, PSY 221, full or provisional admission to teacher certification program
EDU-305 Literacy in Content Areas	EDU 202, PSY 221, full or provisional admission to teacher certification program
EDU-451 Reading Practicum	EDU-352

Appendix L

English/Language Arts as a Second Teaching Field Minor in the Humanities and Fine Arts PEAK Advising Guide

Description: This 24-credit minor fulfills the Humanities PEAK. It is designed for students who are pursuing secondary teaching certification in a different field but who also would like to meet the State of Idaho's requirements for English as a "second" teaching field. The minor will qualify a candidate to add a 6-12 English endorsement to a secondary teaching certificate*

Minor Requirements (24 credits):
- EDU/MFL/ENG-446 Linguistics for Language Teachers (3 cr)
- Complete 6 credits from the following:
    - ENG-247 Creative Nonfiction Writing Workshop (3 cr)
    - ENG-347 Advanced Creative Nonfiction Writing Workshop (3 cr)
    - JOUR-200 Principles and Practices/Journalism: Print (3 cr)
    - JOUR-300 Feature Writing (3 cr)
- Complete 3 credits of 200-Level Introduction to Literary Studies Courses:
    - ENG-210 to ENG-239 (3 cr)
- Complete 9 credits (with 6 credits being 300-level) from the following:
    - One ENG course emphasizing American literature (3 cr)
    - One ENG course emphasizing English literature (3 cr)
    - One ENG course emphasizing world literature (3 cr)
- Three credits in the Fine Arts (Music, Theatre, and Art)

*Though not part of the undergraduate minor, students will need to take **EDU-544 Language Arts Methods for Secondary Teachers (2 cr)** as part of the internship year to qualify for the English endorsement.*

Contact Persons: If you have questions, please contact one of the following Education Department faculty members:

Deb Yates E-mail – dyates@collegeofidaho.edu Office phone - (208) 459-5212 Office location - Suite 1C Covell Hall
Kevin Talbert E-mail – ktalbert@collegeofidaho.edu Office phone - (208) 459-5232 Office location - Suite 2B Covell Hall

Appendix M

Policy for Waiving MEd Requirements Based on Previous Coursework

On a case-by-case basis, the Education Department will determine whether previous coursework may be accepted to partially fulfill requirements of the MEd program. The decision shall be determined by an analysis of transcripts and syllabi of coursework previously completed and proposed to be current and equivalent to the MEd program course sequence.

As a general guideline, the department:

- *Will accept* credits of all foreign language coursework completed at an accredited institution of higher education or through a credible study abroad program, for coursework that was evaluated and reported on an official transcript with the grade of "C" or higher.

- *Will accept* senior-level or graduate-level course equivalents, based on an analysis of the original course syllabi and reflecting a grade of B or higher on the official transcript. The analysis shall take into consideration the recency of course completion as well as course content and objectives, texts and materials utilized, and assignments completed.

- *Will not accept* workshops or coursework graded on a pass/fail or satisfactory/unsatisfactory basis.