Idaho State Board of Education
Proposal for Other Academic Program Activity and Professional-Technical Education

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>October 11, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Education</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Department of C &amp; I, CTE Program, Engineering and Technology Education Option Area</td>
</tr>
</tbody>
</table>

Program Identification for Proposed New, Modified, or Discontinued Program:

| Title: | Career & Technical Education - Engineering and Technology Education Option |
| Degree: | B.S. Ed. |
| Method of Delivery: | Multi-modal: Face to Face, Hybrid, Online |
| CIP code (consult IR /Registrar) | 13.1319 |
| Proposed Starting Date: | Summer 2013 |
| Indicate if the program is: | X Regional Responsibility |

Indicate whether this request is either of the following:

- [ ] New Program (minor/option/emphasis or certificate)
- [ ] New Off-Campus Instructional Program
- [X] New Instructional/Research Unit
- [ ] Contract Program/Collaborative
- [ ] Discontinuance of an Existing Program/Option
- [ ] Consolidation of an Existing Program
- [X] Expansion of an Existing Program
- [ ] Other

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Research (as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Graduate Dean (as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>State Administrator, SDPTE (as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Fiscal Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Academic Affairs Program Manager</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>President</td>
<td>Date</td>
</tr>
<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
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</tbody>
</table>

March 16, 2012 Page 1
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. If this is request to discontinue an existing program, provide the rationale for the discontinuation. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.

The University of Idaho’s (UI), College of Education’s (CoE), Department of Curriculum and Instruction (C&I) is requesting that the Career and Technical Education (CTE) program’s B.S.Ed. in secondary education, Engineering and Technology Education (ETE) Option, be expanded from the University of Idaho, Moscow campus to include a collaboration with the College of Southern Idaho (CSI). Together, the UI and CSI propose a collaborative 2+2 program. CSI will offer content courses equivalent to an AS degree which satisfies the State Board Core requirements and much of the Education Core requirements for teacher certification; and the UI will provide upper-division courses, practicum, and internships that complete the requirements for a B.S.Ed. in Secondary Education in CTE with ETE Option.

CSI is able to offer introductory courses and to meet requirements for meeting the State Board Core and houses the cutting-edge facilities to provide education in Engineering and Technology Education content areas. CSI’s cutting edge technology will be used to prepare students for the 21st century workforce.

UI’s CTE faculty members are currently located in Moscow and Boise. The UI will be advertising for an ETE faculty person who will be based in Twin Falls and who will teach, advise, and recruit students into the new 2+2 ETE Option. This faculty hire will be replacing the current non-tenure track instructor in ETE in Moscow. The hire will provide courses with one tenure-track ETE faculty person in Moscow and one clinical ETE faculty person in Twin Falls. The location of faculty across the state allows CTE courses to be delivered in multi-modal format, such as hybrid, a combination of face-to-face and on-line courses. The 2+2 partnership will provide a larger population of students with an opportunity to complete a bachelor of education program.

Students who are currently enrolled in the program on the Moscow campus will be taught out to the completion of their degree and certification. These students will receive pedagogical and content courses from CTE faculty in Moscow, Boise, and Twin Falls. Since CTE courses can be delivered in multi-modal format, this plan provides students the opportunity to complete their program at a distance.

The first two years of the CTE program will not be offered by the UI following the teach out period. It is the intention of UI faculty to initiate conversations with other post-secondary institutions across the state (NIC, LCSC, CWI, and EITC) to determine the prospects of similar collaborative agreements.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The objectives of the 2+2 collaborative CTE program, ETE Option, between the University of Idaho and the College of Southern Idaho are to:

Prepare secondary Engineering and Technology Education teachers to;

1. Provide an engaging curriculum which emphasizes the relevance of Science, Technology, Engineering, and Math to real world problems and applications;
2. Provide opportunities for a bachelor’s degree to a population which typically do not pursue beyond a two year associates degree;
3. Help students to connect education to STEM career pathways; and
4. Leverage existing resources of the University of Idaho (professional teaching faculty) and CSI (industry certified content faculty); and

5. Capitalize on cutting edge, industry relevant facilities of CSI such as access to renewable energy laboratories.

Student learning outcomes are consistent with the Idaho Standards for Initial Certification of Professional School Personnel and they are articulated in Appendix A.

3. Briefly describe how the institution will ensure the quality of the program (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. This question is not applicable to requests for discontinuance.

The Engineering and Technology Education Option will continue to be a part of the University of Idaho’s teacher preparation program. UI teacher preparation programs are evaluated and accredited by NCATE. The ETE Option will also be evaluated as part of the Career and Technical Education Program by the Idaho Division of Professional-Technical Education. The CTE program receives external funding from IDPTE. The C&I department provides resources that are dedicated to comprehensive program evaluation.

A summary of C&I department’s evaluation system is included in Appendix B.

4. List new courses that will be added to curriculum specific for this program. Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. This question is not applicable to requests for discontinuance.

This is a 2+2 proposal. Students will pursue the State Board Core their first two years while completing the requirements for an Associate of Science degree from CSI. Students will be admitted into the University of Idaho CTE teacher education program, Engineering and Technology Option, where they will complete the requirements for a Bachelor of Science in Education degree and a recommendation from the UI for an Idaho secondary teaching certificate with an endorsement in Engineering and Technology Education. No new courses will be developed, but equivalent courses from CSI will be part of the study plan for first 2 years, see appendix C.

5. Please provide the program completion requirements and attach to this proposal as Appendix C. This question is not applicable to requests for discontinuance.

<table>
<thead>
<tr>
<th>Credit hours required in EDCI core</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours required in CTE core</td>
<td>24</td>
</tr>
<tr>
<td>Credit hours required for ETE Cert</td>
<td>21</td>
</tr>
<tr>
<td>Credit hours in institutional general education or core curriculum:</td>
<td>36</td>
</tr>
<tr>
<td>Credit hours in required electives:</td>
<td>30</td>
</tr>
<tr>
<td>Total credit hours required for degree program:</td>
<td>129</td>
</tr>
</tbody>
</table>

6. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.
7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. *This question is not applicable to requests for discontinuance.*

The Idaho Division of Professional-Technical Education Engineering and Technology Education Program Manager, Steve Rayborn, has indicated that the job market needs for careers related to Engineering and Technology Education and projected needs for secondary teachers holding the ETE endorsement is in need of qualified and skilled workers and teachers who can prepare their students for careers in engineering and technology.

This 2+2 program will not only provide secondary teachers for Idaho Engineering and Technology classrooms, but it will also provide teachers throughout the region and the nation. The UI has been preparing teachers for other states. This proposal has the potential to strengthen this process.

The UI CTE program will enter into discussions with other post-secondary institutions in the state (NIC, LCSC, CWI, and EITC) to determine the prospects of similar collaborative agreements. As mentioned earlier this proposal will provide a pathway to a Bachelor of Education degree for students who have earned an Associate of Science and Associate of Applied Science. These are populations who traditionally have not pursued a higher degree.
8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

**Discontinuations.** Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Fall 2012</td>
<td>Year 1 Previous Fall 2011</td>
<td>Year 2 Previous Fall 2010</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CWI</td>
<td></td>
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<tr>
<td>EITC</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ISU</td>
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<td></td>
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<tr>
<td>LCSC</td>
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<td></td>
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<tr>
<td>NIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td>6</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

The CTE program was recently aligned with the C&I department when the CoE reorganized in 2010. Before that time it was part of the Adult, Career and Technical Education department (ACTE). The reorganization brought the CTE program with options in ETE, Business & Marketing, and Occupational Education to C&I. Please see Appendix D for enrollment and graduation numbers.

9. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

No

10. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*
According to Steve Rayborn, Idaho Division of Professional-Technical Education Engineering and Technology Education Program Manager, the number of Idaho ETE programs has fallen from 81 in 2008 to 66 in 2012. The most referenced reason for program closure has been lack of qualified teachers available. The state division has surveyed existing ETE teachers and determined that approximately 12 ETE teachers will retire and 15 will leave the teaching profession over the next five years.

In the engineering and engineering technicians disciplines that these programs teach to, i.e., civil, computer, electrical, general engineering, industrial, nuclear and physical scientists, on average there will be an increase in demand for employees of approximately 18.4% between now and 2018 or an increase of about 3250 employees needed to fill available positions. (from Idaho Department of Labor website: http://labor.idaho.gov/dnn/Default.aspx?alias=labor.idaho.gov/dnn/idl).

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

The projected job openings noted, above, was provided by the Idaho Division of Professional-Technical Education, Engineering and Technology Program Manager

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Graduates who are certified to teach secondary Engineering and Technology Education will help to prepare skilled workers careers in STEM fields. Idaho leaders have demanded that Idaho students be prepared with stronger skills in the STEM areas. This proposal will help to provide highly qualified teachers to Idaho’s secondary schools, thus strengthening STEM skills and in the long run strengthening the workforce.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The program will prepare highly qualified Engineering and Technology teachers, which in turn will provide secondary students with the opportunity to strengthen skills in the STEM areas, thus improving student academic achievement.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. This question is not applicable to requests for discontinuance.

Courses and experiences will be provided through a variety of delivery means, which includes distance technology through online and hybrid methodology. Faculty from the Moscow campus and centers such as Boise and Coeur d’Alene will be utilized to teach courses delivered at a distance.

12. Describe how this request is consistent with the State Board of Education’s strategic plan and institution’s role and mission. This question is not applicable to requests for discontinuance.
This proposal is consistent with the State Board of Education’s strategic plan and the University of Idaho’s mission through the following:
1. strengthens the STEM pipeline;
2. demonstrates a commitment to workforce development;
3. facilitates access to post-secondary education to a wider population; and
4. further the University of Idaho’s statewide Land Grant mission through a collaborative effort with the College of Southern Idaho.

13. Describe how this request fits with the institution’s vision and/or strategic plan. This question is not applicable to requests for discontinuance.

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Mission</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1, Objective A, #6: Apply emerging technologies to increase access and respond to the needs of local and global learners.</td>
<td>Through collaboration with CSI, students will engage with and learn about new and emerging technologies for STEM teaching and learning, as well, students will learn via distance delivery of instruction and innovations in teaching and learning with, through and about technology.</td>
</tr>
<tr>
<td>Goal 2, Objective B, #5: Partner with other educational institutions, industry, not-for-profits, and public agencies to expand resources and expertise.</td>
<td>We will collaborate with the faculty and utilize physical resources and cutting-edge technologies at CSI.</td>
</tr>
<tr>
<td>Goal 3, Objective B, #1: Increase opportunities for faculty and students to connect with external constituents. Develop new partnerships with others who are addressing high priority issues.</td>
<td>CTE faculty, across the state and in Twin Falls, will work together in schools and business to provide a blend of theory and practice that will enhance students’ understanding of the craft of teaching and learning in ETE.</td>
</tr>
<tr>
<td>Goal 4, Objective C, #1, 2, 4: Reward individuals and units that aim high, work across boundaries, and capitalize on strengths to advance the overall strategic direction, vision, and values of the institution; Develop and promote activities to increase collaboration with new and unique partners; and, Create efficiencies through innovative collaboration, shared goals, and common experiences.</td>
<td>This will be a pioneering program to align curriculum at CSI with upper-division work at UI—a model that can extend to other options in CTE. It will make the best use of physical resources and be place-based where CTE can recruit qualified and interested students to teach in secondary schools in STEM areas.</td>
</tr>
</tbody>
</table>

14. Is the proposed program in your institution’s Five-Year plan? Indicate below. This question is not applicable to requests for discontinuance.

Yes  X  No _____

If not on your institution’s Five-Year plan, provide a justification for adding the program.
15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

The University of Idaho, College of Education is committed to investing in marketing for this initiative. The College of Southern Idaho will provide opportunities for students to learn about the program through the advising to students who are seeking an Associate’s degree.

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

There will be no additional costs – see Appendix E.
Appendix A

Idaho Standards for Technology Education Teachers

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.**

**Knowledge**

1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; and computer systems.
2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.
3. The teacher understands the principles and concepts of technology and the related mathematics concepts associated with them.
4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

**Performance**

1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; and computer technology.
2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.
3. The teacher demonstrates architectural and mechanical drafting and developmental skills.

Idaho Foundation Standards for Professional-Technical Teachers

In addition to the standards listed here, professional-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Teachers, or (5) Idaho Standards for Technology Education Teachers.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.**

**Knowledge**
1. The teacher knows basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.
2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.
3. The teacher knows pertinent terminology, logistics, and procedures for the occupational area.
4. The teacher knows industry trends and workforce needs.
5. The teacher knows workplace leadership models.
6. The teacher understands the philosophical principles and the practices of professional-technical education.
7. The teacher recognizes the importance of student leadership qualities in technical program areas.

Performance
1. The teacher maintains current technical skills and seeks continuous improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.
3. The teacher uses current terminology and logistics for the occupational area.
4. The teacher exhibits and promotes leadership skills in Professional-Technical Student Organizations (PTSO).
5. The teacher writes and evaluates occupational objectives and competencies.
6. The teacher uses a variety of technical instructional resources.
7. The teacher assesses the occupational needs of the community.
8. The teacher relates experiences designed to develop skills for successful employment.
9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

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

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

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

Knowledge
1. The teacher knows the entry-level skills in the occupation.
2. The teacher knows workplace culture and ethics.
3. The teacher understands how to provide students with simulated occupational experiences.
4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.
5. The teacher understands how occupational trends and issues affect the workplace.
6. The teacher knows how to integrate academic skills into technical content areas.
7. The teacher understands the role of entrepreneurship in the workplace.
8. The teacher knows policy and regulation concerning occupational content areas.

Performance
1. The teacher demonstrates appropriate workplace practices and ethics.
2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.
3. The teacher integrates academic skills appropriate for each occupational area.
4. The teacher uses simulated occupational applications of course content.
5. The teacher uses practitioners from business, industry, and government as appropriate for the content area.
6. The teacher develops a scope and sequence of instruction related to the students’ prior knowledge.
7. The teacher discusses the entrepreneurial role in the workforce.

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

**Standard 6: Communication Skills –** The teacher uses a variety of communication techniques to foster learning and communication skills.

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

**Knowledge**
1. The teacher recognizes the scope and sequence of content across high school and postsecondary technical curricula.

**Performance**
1. The teacher designs a technical curriculum that aligns with high school and postsecondary technical curricula.
2. The teacher designs curriculum to meet community and industry expectations.

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

**Knowledge**
1. The teacher knows how to use information about a student’s progress, including assessments, to evaluate work-readiness.
2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

**Performance**
1. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

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

**Performance**
1. The teacher develops a professional development plan.
2. The teacher evaluates his or her educational and occupational professionalism.

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

**Knowledge**
1. The teacher knows the contributions of advisory committees.
2. The teacher understands the importance of using the employment community to validate occupational skills.
3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.
4. The teacher knows about professional organizations within the occupational area.
5. The teacher knows how to develop articulation agreements.
6. The teacher understands the structure of student organizations.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.

**Performance**
1. The teacher establishes and uses advisory committees for program development and improvement.
2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.
3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.
4. The teacher participates in appropriate professional organizations.
5. The teacher constructs articulation agreements.
6. The teacher describes how to organize an active professional-technical student organization.

**Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.**

**Knowledge**
1. The teacher understands how to dispose of waste materials.
2. The teacher knows how to care for, inventory, and maintain materials and equipment.
3. The teacher understands safety contracts and operation procedures.
4. The teacher understands legal safety issues related to the program area.
5. The teacher knows safety requirements necessary to conduct laboratory and field activities.
6. The teacher knows time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.

**Performance**
1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher uses safety procedures and documents safety instruction.
3. The teacher demonstrates good classroom/lab management skills (e.g., time management skills, budgeting skills, organizational skills, individualized instruction, and stress management).
4. The teacher reinforces effective work and safety habits.

**Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.**

**Knowledge**
1. The teacher understands workplace issues (e.g., diversity, productivity, and human resource law and policy).
2. The teacher understands how to help students balance work and personal life.
3. The teacher knows how to promote career awareness.

**Performance**
1. The teacher designs instructional strategies that address workplace issues (e.g., diversity, productivity, human resource law and policy).
2. The teacher prepares students to cope with competing demands between work and personal life.
3. The teacher provides opportunities for career awareness.

**IDAHO CORE TEACHER STANDARDS**

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim*

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

**Knowledge**

1. The teacher understands the Idaho Student Achievement Standards in his/her discipline(s).
2. The teacher understands the role of the discipline in preparing students for the global community of the future.
3. The teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline taught.
4. The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.
5. The teacher understands the relationship between the discipline and basic technology operations and concepts.

**Performance**

1. The teacher utilizes the Idaho Student Achievement Standards to identify appropriate content.
2. The teacher presents information that is accurate and relevant.
3. The teacher effectively links discipline concepts to students’ prior learning and makes connections to everyday life and the global community.
4. The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.
5. The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.

6. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
7. The teacher develops and uses curricula that encourage students to recognize, question, and
interpret ideas from diverse perspectives.

8. The teacher creates and implements interdisciplinary learning opportunities that allow students to integrate knowledge, skills, and methods of inquiry.

9. The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.

10. The teacher models new technologies and integrates them into instruction.

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

**Knowledge**

1. The teacher understands multiple perspectives on how learning occurs.
2. The teacher understands that students’ physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.
3. The teacher knows progressions and ranges of individual variation within physical, social, emotional, moral, and intellectual development and their interrelationships.
4. The teacher understands how students’ conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.

**Performance**

1. The teacher assesses individual and group performance in order to design instruction that meets all students’ needs.
2. The teacher stimulates student reflection and teaches students to evaluate and be responsible for their own learning.
3. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate.
4. The teacher creates a positive learning environment that supports students’ self-confidence and competence across all developmental areas.

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

**Knowledge**

1. The teacher understands and knows how to identify differences in approaches to learning and performance and how to design instruction that considers students’ strengths and needs as a basis for growth.
2. The teacher knows about areas of exceptionality (e.g., learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness).
3. The teacher knows strategies to support the learning of students whose first language is not English.
4. The teacher understands how students’ learning is influenced by individual experiences, and prior learning as well as by language, culture, family and community values, and socioeconomic background.

**Performance**

1. The teacher identifies and designs instruction appropriate to students’ stages of development, strengths, needs, and cultural backgrounds.
2. The teacher makes modifications to lessons for individual students who have particular learning
3. The teacher accesses appropriate services or resources to meet students’ needs.
4. The teacher uses information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences.
5. The teacher creates a learning community in which individual differences are respected.
6. The teacher persists in helping all students achieve success.

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

**Knowledge**
1. The teacher understands how instructional strategies impact processes associated with various kinds of learning.
2. The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives, and sheltered English).
3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.

**Performance**
1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.
2. The teacher uses multiple teaching and learning strategies to engage students in learning.
3. The teacher uses a variety of instructional tools and resources (e.g., computers, audio-visual technologies, new technologies, local experts, primary documents and artifacts, texts, reference books, literature, and other print documents).

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

**Knowledge**
1. The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).
2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.
3. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.
4. The teacher knows the components of an effective classroom management plan.
5. The teacher understands how social groups function and influence individuals, and how individuals influence groups.
6. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.
7. The teacher understands the relationship between classroom management, school district policies, and building rules and procedures governing student behavior.

**Performance**
1. The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole.
2. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives.

3. The teacher utilizes a classroom management plan consistent with school district policies and building rules and procedures governing student behavior.

4. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.

5. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.

6. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).

7. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

**Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.**

**Knowledge**

1. The teacher understands communication theory and the role of language in learning.
2. The teacher understands the communication needs of diverse learners.
3. The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.
4. The teacher understands strategies for promoting student communication skills.

**Performance**

1. The teacher is a thoughtful and responsive listener.
2. The teacher adjusts communication so that it is age and individually appropriate.
3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.
4. The teacher supports and expands student skills in speaking, writing, reading, and listening, and in using other mediums.
5. The teacher demonstrates the ability to communicate effectively orally and in writing.
6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).
7. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.

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

**Knowledge**

1. The teacher understands how to apply knowledge about subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.
2. The teacher knows how to take into account such elements as instructional materials; individual
student interests, needs, and aptitudes; and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.

3. The teacher knows when and how to adjust plans to maximize student learning.

4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.

**Performance**

1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.

2. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.

3. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.

4. The teacher establishes student assessments that align with curriculum goals and objectives.

5. The teacher develops instructional plans based on student assessment and performance data.

6. The teacher integrates multiple perspectives into instructional planning with attention to students’ personal, family, and community experiences and cultural norms.

7. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

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

**Knowledge**

1. The teacher understands the purposes of formative and summative assessment and evaluation.

2. The teacher knows how to use multiple strategies to assess individual student progress.

3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.

4. The teacher knows how to use assessments in designing and modifying instruction.

5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students and their learning outcomes (e.g., Direct Writing and Math Assessments, end of course assessments, ISAT).

6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.

7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others.

8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

**Performance**

1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, and tests written in primary language) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

2. The teacher uses multiple assessment strategies to measure students’ current level of performance in relation to curriculum goals and objectives.
3. The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies.
4. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.
5. The teacher monitors student assessment data and adjusts instruction accordingly.
6. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others.
7. The teacher utilizes technology to facilitate a variety of effective assessment and evaluation strategies.

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

Knowledge
1. The teacher knows The Code of Ethics for Idaho Professional Educators.
2. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.
3. The teacher is aware of the personal biases that affect teaching and know the importance of presenting issues with objectivity, fairness, and respect.
4. The teacher knows where to find and how to access professional resources on teaching and subject matter.
5. The teacher understands the need for professional activity and collaboration beyond the school.
6. The teacher knows about professional organizations within education and his or her discipline.
7. The teacher understands the dynamics of change and recognizes that the field of education is not static.
8. The teacher knows how to use technology to enhance productivity and professionalism.

Performance
1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.
2. The teacher adheres to local, state, and federal laws.
3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).
4. The teacher uses self-reflection as a means of improving instruction.
5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.
6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.
8. The teacher uses technology to enhance productivity and professionalism.

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

Knowledge
1. The teacher understands the relationships between schools, families, and the community and how such relationships foster student learning.
2. The teacher knows the structure and the historical and political context of local, state, and national
3. The teacher knows that factors other than the formal education system (e.g., socioeconomic status, culture, and family) influence students’ lives and learning.
4. The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors.
5. The teacher understands laws related to students’ rights and teachers’ responsibilities.
6. The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations.
7. The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings.
8. The teacher knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities.
9. The teacher understands the social, ethical, legal, and human issues surrounding the use of technology in schools.

Performance
1. The teacher uses information about students and links with community resources to meet student needs.
2. The teacher actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians in support of student learning and well-being.
3. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.
4. The teacher respects the privacy of students and the confidentiality of information.
5. The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students.
6. The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress).
7. The teacher acts as an advocate for students.
8. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.
Appendix B

Assessment Plan

Development and Description of the Assessment Plan

The assessment plan is designed to select and monitor the development of the best possible candidates to work in P-12 public schools. It provides current and planned data collection activities and a description of current and planned processes for using the data for program improvement. It was designed with six objectives in mind:

1. Alignment with the University student outcomes, the vision/mission of the College of Education, the Conceptual Framework (CARE), the Danielson Framework for Professional Practice, and the Idaho State Core Standards for Teacher Education
2. Based on input concerning elements of the system from faculty, professional community members, and advisory professionals
3. Where possible, integrated with existing, valid, and reliable instruments and procedures
4. Anchored with multiple, validated instruments and procedures explored in pilots before installation
5. Systematic and flexible to allow examination of unique program goals;
6. Focused for program development and improvement.

The plan involves important points in each candidate’s program and includes assessments, timelines, plans for creation of future instruments, integration of technology such as TaskStream System, and reporting of student academic and performance achievement regarding standards and dispositions. In addition, it identifies six main transition points or benchmarks at the program level:

1. Admissions
2. Completion of Course Work
3. Field Experience
4. Teaching Credential
5. Program Exit
6. Employment

The technological tools for maintenance of the assessment system consist of:

- The University of Idaho’s administrative computing system
- The University of Idaho Assessment and External Program Review system,
- The University of Idaho College of Education’s assessment system for standards and dispositions
- Professional folio system housing signature assignments, student artifacts and assessments.

These systems offer many currently existing and possible future ways to maintain data. Most recently, an Internship Placement System has been developed and is ready for use in the UI College of Education’s assessment system. In addition, the global rubrics in the Professional folio system permit examining candidate progress on specific assignments, tests, and dispositions through responses to signature assignments and professional dialog with professors. Each of these can be linked to the conceptual framework, program goals, and standards.
Aspects Addressing Program Operations

Program operations are addressed at each benchmark. Selected information is used to assess candidates and candidate outcomes. The plan addresses a number of concerns including:

- Quality of instruction
- Effectiveness of field supervision
- Candidates’ and graduates’ perceptions of the quality of their preparation
- Employers’ evaluations of graduates in terms of the overall program quality in comparison to graduates of other institutions
- Employers’ evaluations of graduates in terms of program goals and the conceptual framework

The plan includes a variety of data collected on an established schedule. The data are generally collected—either by semester or annually—and reviewed annually. Full implementation of this process of feedback and use of data is ongoing. Data from candidates’ course evaluations is used to monitor the quality of instruction. Program administrators and faculty review each set of evaluation forms and counsel instructors who are not maintaining high instructional quality. Assistance is provided where needed. The assessment design specifications provide common procedures and guidelines for the collection, analysis, summarization, and use of the assessment data. Multiple assessments are used throughout the program in order to ensure program quality, high standards, consistency, and clear procedures.

The system serves four functions:

1. To determine the quality of applicants and appropriate fit with the program
2. To determine the quality of candidates throughout their programs in terms of expected knowledge, performance and dispositions inherent in the conceptual framework
3. To determine whether candidates have met the standards set by the Idaho State Department of Education
4. To continually improve the quality of our programs and the unit’s performance.

The assessment system is also used for department and college monitoring and improvement. It includes embedded data sources and information obtained from graduates and employers.

Assessment System Data Collection Activities and Instruments

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Assessment Evidence</th>
<th>Schedule</th>
<th>Instrument(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA &amp; required course verification</td>
<td>Transcripts, Admissions Checklist, Database</td>
<td>By Semester</td>
<td>Transcripts, Admissions Checklist</td>
</tr>
<tr>
<td>(Advanced Programs) Degree verification (BA/BS or MA/MS)</td>
<td>Transcripts, Admissions Checklist, Database</td>
<td>By Semester</td>
<td>Transcripts, Admissions Checklist</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------------------------------------</td>
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</tr>
<tr>
<td>Professional Experience</td>
<td>Initial interview</td>
<td>By Semester</td>
<td>Admissions Checklist, Initial Advisement interview, Personal Statement Form or Letter of Interest</td>
</tr>
<tr>
<td>Professional Recommendations</td>
<td>Letters and recommendations in prospect’s admission file, Admissions Checklist, Database</td>
<td>By Semester</td>
<td>Admissions Checklist, Professional Letter of Recommendation form</td>
</tr>
<tr>
<td>Background Check (credential programs)</td>
<td>Background Check verification</td>
<td>By Semester</td>
<td>Finger Print Analysis by the State</td>
</tr>
<tr>
<td>Personal Interview (if required)</td>
<td>Interview forms and rubric, Admissions Checklist</td>
<td>By Semester</td>
<td>COE initial and secondary interview form</td>
</tr>
<tr>
<td>Writing Sample</td>
<td>Writing Sample (Advanced Programs) Letter of Interest (Initial Teacher Preparation)</td>
<td>By Semester</td>
<td>Overall Rating Form rubric</td>
</tr>
<tr>
<td>Exceptions to Admission Criteria</td>
<td>Petition</td>
<td>By Semester</td>
<td>Petition’s Committee Assessment Form</td>
</tr>
<tr>
<td>Final Admissions Decision</td>
<td>Admission Checklist Score and Faculty Approval Form</td>
<td>By Semester</td>
<td>COE Admissions to Teacher Education Evaluation Summary Program Faculty Approval Form</td>
</tr>
</tbody>
</table>

**COMPLETION OF COURSE WORK**

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Assessment Evidence</th>
<th>Schedule</th>
<th>Instrument(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful completion of course work with a minimum 3.0 GPA (Advanced Programs) and 2.75 Overall GPA (Initial Teacher Preparation)</td>
<td>Transcript</td>
<td>By Semester</td>
<td>Transcript</td>
</tr>
<tr>
<td>Demonstration of content and pedagogical knowledge, skills and dispositions through assessment of program goals and CARE elements</td>
<td>Candidate Professional folio assessment signature assignment scores, Academic Exits</td>
<td>By Semester</td>
<td>Program Advising form, Professional folio course signature assignment assessments, Initial Teacher Preparation academic exit protocol</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Subject Matter Competence (Initial Teacher Preparation)</td>
<td>PRAXIS II, Verification of Subject Matter Competency</td>
<td>By Semester</td>
<td>PRAXIS II, Subject Matter Competency verification</td>
</tr>
<tr>
<td>Demonstration of Readiness for Early Student Teaching Experiences (Initial Teacher Preparation)</td>
<td>Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)</td>
<td>By Semester</td>
<td>Professional folio course and practicum signature assignment assessments</td>
</tr>
<tr>
<td>Demonstration of Readiness for Field Study or Internship</td>
<td>Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)</td>
<td>By Semester</td>
<td>Professional folio course and practicum signature assignment assessments</td>
</tr>
</tbody>
</table>

**FIELD EXPERIENCES**

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Assessment Evidence</th>
<th>Schedule</th>
<th>Instrument(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location approved by the Director for Field Placements</td>
<td>Signed Field Study Approval Form</td>
<td>By Semester and Annually</td>
<td>Field Study Approval form</td>
</tr>
<tr>
<td>Completion of Early Field Experiences</td>
<td>Student Logs, University and Site Supervisor Observations and Ratings, Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)</td>
<td>By Semester</td>
<td>Fieldwork Evaluation forms, Professional folio course and practicum signature assignment assessments</td>
</tr>
<tr>
<td>Completion of Initial Internship I or Field Experience I</td>
<td>Student Logs, University and Site Supervisor Observations and Ratings, Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)</td>
<td>By Semester</td>
<td>Fieldwork Evaluation forms, Professional folio course and practicum signature assignment assessments</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Completion of Internship II or Field Experiences II</td>
<td>Student Logs, University and Site Supervisor Observations and Ratings, Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)</td>
<td>By Semester</td>
<td>Fieldwork Evaluation forms, Professional folio course and practicum signature assignment assessments</td>
</tr>
<tr>
<td>Teaching Performance Assessment (TPA)</td>
<td>Passing score on the TPA (Initial Teacher Preparation)</td>
<td>Semester</td>
<td>National Teaching Performance Assessment for Elementary (Literacy or Math); Secondary (Math, Social Science, Science, English, Music, PE, Career Technical Education, or Agriculture); Special Education; or Early Childhood.</td>
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**PROGRAM EXIT/CREDENTIAL**

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Assessment Evidence</th>
<th>Schedule</th>
<th>Instrument(s)</th>
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</thead>
<tbody>
<tr>
<td>Final Evaluation of Field Experience or Internship</td>
<td>Final Experience form sign-off by Site Supervisor and University Supervisor (Initial Teacher Preparation )</td>
<td>By Semester</td>
<td>University and Site Supervisor Rating forms</td>
</tr>
<tr>
<td>Completion of Thesis or Non-Thesis Project</td>
<td>Final Presentation, Completion Form</td>
<td>By Semester</td>
<td>Final Presentation, Completion Form</td>
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<tr>
<td>Professional folio Defense</td>
<td>Professional folio defense rubric score</td>
<td>By Semester</td>
<td>Professional folio Defense rubric</td>
</tr>
<tr>
<td>Completion of Final Academic Exit Interview</td>
<td>Exit Interview Protocols</td>
<td>By Semester</td>
<td>Exit Interview Protocols and Response Form</td>
</tr>
<tr>
<td>Completion of Exit Survey</td>
<td>Exit Survey form</td>
<td>By Semester</td>
<td>Exit Survey Responses</td>
</tr>
<tr>
<td>Graduation Check of all Program Requirements</td>
<td>Transcript, Degree Audit</td>
<td>By Semester</td>
<td>Transcript, Degree Audit</td>
</tr>
<tr>
<td>Final Verification for Eligibility - Recommendation for State Certification</td>
<td>Credential Application checklist</td>
<td>By Semester</td>
<td>Credential Application checklist</td>
</tr>
</tbody>
</table>

**EMPLOYMENT**

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Assessment Evidence</th>
<th>Schedule</th>
<th>Instrument(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Survey completion</td>
<td>Survey of Program Alumni</td>
<td>Bi-annually</td>
<td>Alumni Surveys</td>
</tr>
<tr>
<td>Employer Survey completion by employer</td>
<td>Survey of Employers</td>
<td>Bi-Annually</td>
<td>Employer Surveys</td>
</tr>
</tbody>
</table>
Appendix I:

The Idaho Core Standards for Teacher Preparation Programs

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

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

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

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

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

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

Danielson Framework Domains

<table>
<thead>
<tr>
<th>Framework Component</th>
<th>Description of Teacher Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1</strong></td>
<td><strong>Planning and Preparation</strong></td>
</tr>
<tr>
<td>1a</td>
<td>Demonstrates knowledge of content and pedagogy</td>
</tr>
<tr>
<td>1b</td>
<td>Demonstrates knowledge of students</td>
</tr>
<tr>
<td>1c</td>
<td>Sets instructional outcomes</td>
</tr>
<tr>
<td>1d</td>
<td>Demonstrates knowledge of resources</td>
</tr>
<tr>
<td>1e</td>
<td>Designs coherent instruction</td>
</tr>
<tr>
<td>1f</td>
<td>Designs student assessments</td>
</tr>
<tr>
<td><strong>Domain 2</strong></td>
<td><strong>The Classroom Environment</strong></td>
</tr>
<tr>
<td>2a</td>
<td>Creates an environment of respect and rapport</td>
</tr>
<tr>
<td>2b</td>
<td>Establishes a culture for learning</td>
</tr>
<tr>
<td>2c</td>
<td>Manages classroom procedures</td>
</tr>
<tr>
<td>2d</td>
<td>Manages student behavior</td>
</tr>
<tr>
<td>2e</td>
<td>Organizes physical space</td>
</tr>
<tr>
<td><strong>Domain 3</strong></td>
<td><strong>Instruction</strong></td>
</tr>
<tr>
<td>3a</td>
<td>Communicates with students</td>
</tr>
<tr>
<td>3b</td>
<td>Uses questioning and discussion techniques</td>
</tr>
<tr>
<td>3c</td>
<td>Engages students in learning</td>
</tr>
<tr>
<td>3d</td>
<td>Uses assessment in instruction</td>
</tr>
<tr>
<td>3e</td>
<td>Demonstrates flexibility and responsiveness</td>
</tr>
<tr>
<td><strong>Domain 4</strong></td>
<td><strong>Professional Responsibilities</strong></td>
</tr>
<tr>
<td>4a</td>
<td>Reflects on teaching</td>
</tr>
<tr>
<td>4b</td>
<td>Maintains accurate records</td>
</tr>
<tr>
<td>4c</td>
<td>Communicates with families</td>
</tr>
<tr>
<td>4d</td>
<td>Participates in a professional community</td>
</tr>
<tr>
<td>4e</td>
<td>Grows and develops professionally</td>
</tr>
<tr>
<td>4f</td>
<td>Shows professionalism</td>
</tr>
</tbody>
</table>
### Appendix C

**College of Southern Idaho - University of Idaho**  
**Curriculum Plan**  
**Bachelor of Science in Education--Engineering & Technology Education**

Successful completion of the requirements of the 2013-14 Catalog year articulation agreement will lead to an A.S. in Secondary Education--Engineering and Technology at the College of Southern Idaho and lead to a B.S.Ed. in Engineering & Technology Education from the University of Idaho.

#### Freshman Year at College of Southern Idaho

<table>
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<tr>
<th>Fall Semester</th>
<th>CSI Credit</th>
<th>UI Equivalent Course</th>
<th>Spring Semester</th>
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<td>MATH 143 &amp; 144</td>
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#### Sophomore Year at College of Southern Idaho

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<th>UI Equivalent Course</th>
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#### Junior Year at University of Idaho

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<td>CTE 130 Intro to Electricity &amp; Electron</td>
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<td>CTE 353 Manufacturing Systems</td>
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<td>CTE 354 Construction Technology</td>
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<td>*CTE 351 Principles and Phil of PTE</td>
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<td>EDCI 302 Teachinh Cultr. Diverse learners</td>
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<tr>
<td>EDCI 301 Learning Develop &amp; Assess</td>
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<td>*CTE 462 Occupational Anal &amp; Cur Dev</td>
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<tr>
<td>CTE 462 Communication Technology</td>
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<td>*CTE 464 Career Guidance &amp; Coop Ed</td>
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### Senior Year at University of Idaho

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<td>CTE 370 Power, Energy &amp; Transportation</td>
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<td>CTE 494 Senior Project</td>
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<td>EDCI 463 Literacy Methods for Content Lrn</td>
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<td>*CTE 430 Leadership and Student Organizations</td>
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<td>*CTE 417 Teaching Through STEM Ed</td>
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<td>CTE 481 Comp. Integ, Manuf &amp; Robotics</td>
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<td>EDCI 453 Phonics, Fluency, Assessment</td>
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**Total Credits**: 129
## Appendix D

Oracle Fusion Middleware Forms Services: Open > GJAPCTL - GJIREVO

**Saved Output Review**  GJIREVO  8.4.2UI (* PROD *) TMILLION banneraps

**SZGRAD**

Graduation Listing

14914396

prod_tmillion_szgrad_14914396

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Appendix E

Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

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<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>Cumulative Total</th>
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<td>3. Federal</td>
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<td>4. Tuition</td>
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<td>5. Student Fees</td>
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Total Revenue $0.00 $0.00 $0.00 $0.00 $0.00 $0.00 $0.00 $0.00

B. EXPENDITURES

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<td>$0.00</td>
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Total Expenditures $0.00 $0.00 $0.00 $0.00 $0.00 $0.00 $0.00 $0.00
Net Income (Deficit)

|       | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.