SUBJECT

Proposed addition to the Idaho Standards for Initial Certification of Professional School Personnel – Pre-Service Technology Standards, IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

In the past, Idaho teacher technology skills were verified by a standardized technology assessment. Due to the rapidly evolving nature of technology competencies, the assessment was quickly antiquated and retired. Technology competence remains an important component of teacher preparation and must be assessed. The Professional Standards Commission charged the experts on the Online Teacher Endorsement committee to establish a comprehensive set of Pre-Service Technology Standards that all teachers must know and be able to do. Through much research and discussion, the Online Teacher Endorsement Committee and the Professional Standards Commission drafted the proposed Pre-Service Technology Standards. The Standards are aligned to the K-12 Idaho Communication and Technology (ICT) Standards as well as the International Society for Technology in Education (ISTE) Standards. These Pre-Service Technology Standards will be assessed during the teacher preparation program approval process.

ATTACHMENTS

BOARD ACTION

A motion to approve the request by the Professional Standards Commission to adopt the proposed Pre-Service Technology Standards for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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New Pre-Service Technology Competencies

All teacher candidates are expected to meet the Idaho Core Teacher Standards, pre-service technology competencies, and the Idaho Comprehensive Literacy competencies. Each candidate shall also meet the Foundation and Enhancement 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 pre-service technology competencies are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards and competencies. 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 competencies. These competencies reflect the principles of Universal Design related to technology. (Universal design is ``the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design'.)

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view 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: Facilitate and Inspire Student Learning and Creativity-Pre-service teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, analysis, creativity, and innovation in both face-to-face and virtual environments.

Knowledge
1. Pre-service teachers understand and use a variety of instructional strategies and communication techniques to develop students' critical thinking, problem solving, and performance skills.

Performance
1. Pre-service teachers are able to promote, support, and facilitate creative thinking and inventiveness by investigating thought processes and creating visual representations of concept development and problem solving.

2. Pre-service teachers engage students in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.

3. Pre-service teachers promote student reflection by understanding how students use collaborative tools to reflect on and clarify their own thinking, planning, and creativity.

4. Pre-service teachers model and facilitate collaborative knowledge construction, creative thinking, and collaborative interaction **to promote opportunities for students of all capabilities* to engage with other students, colleagues, and community members in either face-to-face or virtual environments.

Standard 2: Design and Develop Digital- Age Learning Experiences and Assessments-Pre-service teachers design, develop, and evaluate authentic learning experiences and assessments designed for equal access by students of all capabilities using contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards (NETS)•for Students.

Knowledge

1. Pre-service teachers understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development.

2. Pre-service teachers understand how to plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

3. Pre-service teachers understand how to use and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. Pre-service teachers promote student learning and creativity by creating learning experiences that include students' use of technology tools to research and collect information online and to create a report, presentation, or other products.

2. Pre-service teachers develop technology enriched learning that enable all students to pursue their individual curiosities and become active participants by selecting and demonstrating the use of technology resources that enable students to explore questions and issues of individual interest and to plan, manage, and assess their own learning.

3. Pre-service teachers customize and personalize learning activities with technology that include accessible instructional materials and technologies to support the learning styles, work strategies, abilities, and developmental levels of all students.

4. Pre-service teachers develop multiple and varied technology-based formative and summative assessments that are aligned with content and technology standards and use the resulting data to inform teaching so that students of all capabilities have equal access to learning.

Standard 3: Model Digital-Age Work and Learning- Pre-service teachers exhibit knowledge, skills, and abilities that are representative of an innovative professional in a global and digital society.

Knowledge

1. Pre-service teachers understand the central concepts of technology and current standards for best practice in preparing students for the global community of the future.

Performance

1. Pre-service teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations by planning, managing, and

facilitating students' understanding and use of hardware and software best suited to particular learning experiences.

2. Pre-service teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation by sharing information and supporting creativity, innovation, and improved learning outcomes.

3. Pre-service teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats ensuring equal access for people of all capabilities.

4. Pre-service teachers model and facilitate effective use of current and emerging digital tools, to locate, analyze, evaluate, and use information resources which will aid in the dissemination of content and support individual learning strategies.

Standard 4: Promote and Model Digital Citizenship and Responsibility - Pre-service teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Knowledge
1. Pre-service teachers understand the legal and ethical use of digital information and technology, including digital etiquette and responsible social interactions.

2. Pre-service teachers understand individual and group motivation and behavior that encourages positive social interaction, active engagement in learning, and self-motivation.

3. Pre-service teachers understand how students differ in their approaches to learning and how to adapt for learners with diverse needs.

Performance
1. Pre-service teachers advocate and teach safe, legal, and ethical use of digital information and technology modeling acceptable use policies including respect for copyright, intellectual property, the appropriate documentation of sources, and strategies for addressing threats to security of technology systems, data, and information.

2. Pre-service teachers address the diverse needs of all students by using learner-centered strategies and providing equitable access to appropriate digital tools and resources including hardware, accessible instruction materials, and online resources.

3. Pre-service teachers promote and model digital etiquette and responsible social interactions related to the use of technology and information through the correct and careful use of digital resources and by informing learners of consequences for misuse.

4. Pre-service teachers develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools and providing opportunities for students to apply communications

technology resources to interact with students or experts from other communities and other countries.

Standard 5: Engage in Professional Growth and Leadership - Pre-service teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Knowledge
1. Pre-service teachers understand the importance of reflective practice.

2. Pre-service teachers understand how educational standards and curriculum align with 21st century skills.

3. Pre-service teachers understand how to effectively interact with colleagues, parents, and other members of the community to support students' learning and well being.

Performance
1. Pre-service teachers participate in and develop plans for using local and global learning communities to explore creative applications of technology to improve student learning.

2. Pre-service teachers evaluate and reflect on current research and professional practice to develop technology-based learning plans that integrate current research and promising professional practices for using digital tools and resources in support of student learning with an emphasis on equal access for students of all capabilities.

Promoting designs that engage all students of all abilities is sometimes referred to as promoting "Universal Design".

Pre-Service Technology Competencies: PSC Approved 6/18/2010, OSBE 8/11/10

004.   INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

01.   Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~June 18, 2009~~ August 11, 2010.   (~~3-29-10~~)(   )

02.   Document Availability. Copies of this document can be found on the Office of the State Board of Education website at http://www.boardofed.idaho.gov.   (3-29-10)

03.   Incorporated Document. The Standards for Idaho School Buses and Operations as approved on November 7, 2008.   (5-8-09)

04.   Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at http://www.sde.idaho.gov.   (5-8-09)

05.   Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on August 13, 2004.   (4-6-05)

06.   Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702.   (5-3-03)

07.   Incorporated Document. The Idaho Standards for Commercial Driving Schools as approved on March 10, 2005.   (4-11-06)

08.   Document Availability. The Idaho Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702.   (3-14-05)

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