

Idaho State University
College of Education
“A Tradition of Excellence”

Undergraduate
Teacher Education
Handbook

2015 Edition

Approved by TES Faculty March 19,, 2015

Table of Contents

Introduction ...	2
Overview of Teacher Education ...	4
Undergraduate Degrees Offered in the College of Education ...	5
The College of Education Advising Center ...	6
Admission to Teacher Education ...	7
Background Checks and Fingerprinting ...	9
Declaration of Major/Program ...	10
General Education Requirements ...	11
University and College Policy Statements ...	12
Standard Teaching Certificates ...	13
Accreditations ...	14
Teacher Certification Only and Accelerated Certification ...	15
Alternative Routes to Certification ...	16
Additional Endorsements ...	17
Student Teaching Internship ...	18
Application for Certification ...	19
Petitions ...	20
Appendix A - Idaho State University College of Education Core Teaching Standards ...	21
Appendix B - Standard Based Assessments ...	23
Appendix C - Recommended Course Rotation ...	24
Appendix D - Teacher Education Program Professional Core Courses Corresponding Assessments and Field Experience ...	25
Appendix E - Pre-internship/field Experience Required Prior to a Student Teaching Internship ...	27
Appendix F - Code of Ethics for Idaho Professional Educators ...	29
Appendix G - Additional Resources ...	30

I. Introduction

By action of the 37th Idaho Legislature, the institution became Idaho State University on July 1, 1963. Today, Idaho State University is a broad-based regional public university providing a wide range of academic programs. The College of Education (COE) consists of campuses in Pocatello, Twin Falls, Boise, and Idaho Falls designed to meet the growing needs of Idaho's citizens. The University also delivers comprehensive and creative programs using distance-learning technology and online delivery methods.

The College of Education is a regional public Doctoral/Research-Intensive University. Idaho State University meets the needs of a diverse population with certificate, associate, baccalaureate, master's, and doctoral degree offerings. The expanded College of Education educator preparation programs meet a major portion of Idaho's increased need for education leaders to address the state mandates for P-12 learning. Idaho State University services approximately 13,900 full and part-time students.

Programs offered at sites other than Pocatello have become a vital part of the delivery of services to the communities in Idaho. The undergraduate elementary teacher education program is offered in the Twin Falls, Idaho Falls, and on the Pocatello campus. There are approximately 40-50 graduates per year from the Twin Falls and Idaho Falls campuses. The COE serves approximately seven sites in Idaho with the use of distant learning, on-line, and compressed video which assist in the delivery of the above-mentioned programs.

The College of Education Vision and Mission

OUR VISION

Building on a tradition of excellence, we will work to continuously improve the education we offer.

OUR MISSION

Through excellence in teaching, scholarship and service, we foster professionalism in all that we do.

- We prepare and support professionals who are ethical and reflective and known for the quality of their work.
- We provide recognized leadership in the support of our students, professional partners, and those who employ our graduates.
- We promote a culture of caring, respect, and intellectual rigor within our college and beyond.
- We foster collaborative relationships with the schools, communities, and professional organizations that we serve.
- We advance our understanding of the professions we serve and the application of that understanding in practice.

Department of Teaching and Educational Studies Mission

The Department of Teaching and Educational Studies and its partners exemplify and prepare professional educators who are reflective, ethical, lifelong learners. We prepare professionals who:

- Are committed to standards-based practice and assessments.
- Integrate current technologies, content, and pedagogical expertise to effectively promote depth of student learning.
- Provide educational opportunities that support cognitive, social-emotional, and physical development of all learners.
- Establish and enhance learning communities to support learning of diverse student populations.

Terminology

The following terminology is utilized by the College of Education at Idaho State University.

Candidates

ISU college students who are enrolled in the Teacher Education Program.

Cooperating Teacher

The practicing teacher is responsible for mentoring, teaching, and supporting candidates during a student teaching internship.

Coordinator of Field Experience

The Idaho State University College of Education administrator has the responsibility for placements of interns, supervision of the intern process, and assigns grades.

Student Teaching Internship

The culminating experience for candidates enrolled in the Teacher Education Program. Candidates are placed in a classroom or teaching environment to gain knowledge, skills, and teacher dispositions to prepare them for the teaching profession.

University Supervisor

The university staff member who is responsible for supervising the interns during their internship.

II. Overview of Teacher Education

Many of the degree programs in the College of Education have been designed to meet the Idaho standards and requirements for initial certification of professional school personnel approved by the Idaho State Board of Education and the Idaho State Department of Education. The College of Education shares responsibility with the College of Arts and Letters, the College of Science and Engineering, and the Division of Health Sciences for teacher education programs. The colleges work in close cooperation through the Teacher Education Committee. The programs specified in this catalog comply with the current State of Idaho standards and requirements for certifications and endorsements. Idaho certification ensures reciprocity with the certification standards and requirements of most states. The teacher education programs described in this catalog have been approved by the State Board of Education as required for program completers to be eligible for certification. Approved programs (also called *regular route certification*) are also available to qualified persons holding Bachelor's degrees from accredited institutions seeking teaching certification. Candidates pursuing initial teacher certification, whether degree-seeking or not, must fulfill all teacher education requirements as outlined for institutional recommendation for teaching certification in the area of certification (i.e., Early Childhood, Elementary, Secondary, etc.) and for endorsements (i.e., Biology, History, etc.) on the certificate. Teacher education programs are updated regularly to reflect changes to the Idaho standards and requirements. Hence, regardless of the Idaho State University Undergraduate Catalog declared for the purpose of meeting ISU graduation requirements, teacher candidates may need to meet changes to certification requirements as specified by the Idaho State Board of Education and the Idaho State Department of Education in order to be eligible for recommendation for initial teacher certification at the time of program completion.

III. Undergraduate Degrees Offered in the College of Education

Undergraduate degrees offered within the College of Education are:

- Bachelor of Arts in Early Childhood Education
- Bachelor of Arts or Bachelor of Science in
 - Elementary Education
 - Family and Consumer Sciences
 - Special Education
 - Physical Education
 - Secondary Education
- Bachelor of Music Education (see also the Department of Music in the School of Performing Arts, College of Arts and Letters)

IV. The College of Education Advising Center

The Advising Center provides candidates with specific advising information relative to admission to teacher education programs, evaluation of transfer courses, submission of petitions, academic appeals, and certification recommendations. An education advisor is appointed for each candidate who applies for admission to Teacher Education in the College of Education. In addition to an education advisor in the Advising Center, the Advising Center directs each admitted candidate to obtain a second advisor in his or her major. For some majors, the education advisor may also serve as the advisor for the major.

Jamie Webster M. Ed., Coordinator

(208) 282-2447

(208) 282-5164

websjami@isu.edu

V. Admission to Teacher Education

Candidates must make a formal application and complete an interview for admission to Teacher Education. The Teacher Education Committee approves the standards for admission. Application for admission and the scheduling of the admission interview are completed through forms available in the Advising Center of the College of Education following the completion of at least 26 credit hours of college work. Candidates may not register for courses that require admittance to Teacher Education or register for courses that have prerequisites that require admittance to Teacher Education until admission is achieved. Candidates who have been denied admittance may reapply when qualification criteria have been met; however, they must meet the standards for admission in place at the time of their reapplication to attain admission.

Criteria for admission include the following:

1. A 2.75 overall grade point average including all transfer credits or credits earned in a previous degree program.
2. A grade of “B” [3.0] or higher in at least two of the following areas with a grade of no lower than “C” [2.0] in any of the three areas:
 - [ENGL 1101](#) (English Composition) or [ENGL 1102](#) (Critical Reading and Writing) (satisfies University General Education Objective 1) or College of Education-approved equivalent.
 - [COMM 1101](#) (Principles of Speech) (satisfies University General Education Objective 2) or College of Education-approved equivalent.
 - MATH: Any of the following or College of Education-approved equivalent:
 - Elementary and SPED*
 - a) [MATH 1108](#) Intermediate Algebra
 - b) [MATH 1143](#) College Algebra
 - c) [MATH 2256](#) Structure of Arithmetic for Elementary School Teachers
 - d) [MATH 2257](#) Structure of Geometry and Probability for Elementary School Teachers (each of the last two courses satisfies University General Education Objective 3)
 - Secondary*
 - a) [MATH 1123](#) Mathematics in Modern Society
 - b) [MATH 1127](#) The Language of Mathematics
 - c) [MATH 1130](#) Finite Mathematics
 - d) [MATH 1153](#) Introduction to Statistics
 - e) [MATH 1160](#) Applied Calculus
 - f) [MATH 1170](#) Calculus I
 - (each of the 6 courses above satisfies University General Education Objective 3)
3. A successful background check (see above in Background Checks and Fingerprinting).
4. A grade of “C” [2.0] or higher in [EDUC 2201](#), Development and Individual Difference, (or CFS 2203, The Young Child, for Bachelor of Arts in Early Childhood Education candidates) or equivalent. Applicants for admission to a Bachelor of Arts or Bachelor of Science in Special Education must also complete [SPED 3330](#) or [SPED 3340](#) and earn a grade of at least C [2.0].
5. A grade of “C” [2.0] or higher in [EDUC 2215](#), Preparing to Teach with Technology, or equivalent. Individuals can test out of the requirement by passing the IC3 Key Applications competency test offered through the College of Education Advising Center.
6. Presentation of minimum scores achieved on the Praxis I Academic Skills Assessments:
 - Reading = 172;
 - Writing = 174;
 - Mathematics = 169.
7. Submission of Professional Portfolio entry with rubric scores completed as course requirement for [EDUC 2201](#) or CFS 2203(or College of Southern Idaho transfer equivalent).
8. A recommendation form completed by the [EDUC 2201](#) or CFS 2203 instructor (or College of Southern Idaho transfer equivalent).

9. Submission of signed affidavit indicating awareness of the Idaho Code pertaining to teacher certification requirements.
10. Successful completion of the Teacher Education Program Admission Interview, including a video sample of the candidate's teaching. Guidelines for the interview and the accompanying mandatory teaching video are outlined in EDUC 2220.

For the most up-to-date version of the admission process refer to the electronic undergraduate catalog located at: <http://coursecat.isu.edu/undergraduate/education/>

Professional Education Core

In addition to meeting General Education requirements, teaching field requirements, and program-specific professional knowledge/methodology requirements, programs preparing candidates for Idaho teaching certificates must ensure that program completers have coursework and preparation in educational foundations and general methodology. The Teacher Education Committee has approved a set of professional core courses to fulfill these requirements and ensure that teacher candidates demonstrate competency with respect to the Idaho Core Teacher Standards through course-embedded performance assessments. In general, the professional core courses are taught by the Department of Teaching and Educational Studies and are taken by candidates across the teacher preparation programs. See the list of Professional Education Core courses required by your program because they vary slightly by degree program.

Dismissal and Probation Policies

Candidates admitted to Teacher Education are subject to the same general policies as other Idaho State University students as far as probation and dismissal from the institution are concerned. Candidates must continue to demonstrate satisfactory progress in achieving the standards of their programs. In addition to academic standards, candidates may be dismissed from Teacher Education for conduct contrary to the professional standards of the [Code of Ethics for Idaho Professional Educators](#) (latest revision, Idaho State Department of Education). Although admission to Teacher Education is to a specific program, dismissal from any teacher preparation program is a dismissal from Teacher Education. Candidates on probation who desire to switch their program to another program in the college or university must file a petition to obtain approval.

VI. Background Checks and Fingerprinting

Applicants to Teacher Education are required to have completed a background check before taking any course that requires admission to Teacher Education. Usually, the initial background check is completed while enrolled in [EDUC 2201](#). Initial background checks are completed through CertifiedProfile. CertifiedProfile is a secure platform that allows you to order your background check online. For specific instructions, contact the College of Education Advising Center. Any time there is a break in the continuance of classes after admission to Teacher Education, candidates will be required to complete a new background check. The State Department of Education requires a second, full background check that includes fingerprinting before a student-teaching internship. Be aware that the second background check may take up to eight weeks so you should plan ahead. For additional information, contact the [College of Education Advising Center](#) or the [College of Education Office of Field Experiences](#).

VII. Declaration of Major/Program

The College of Education offers a variety of majors, minors, and emphasis areas. Some degree programs offer both teacher certification and non-teaching options. Candidates for degrees must choose from among the approved majors, minors, or emphasis areas of their degree programs. Candidates seeking teacher certification must choose from among the teaching majors and minors, or emphasis areas, and must choose the teaching option of their degree program. Declaration of major/program must be accomplished by the time a candidate has completed 58 credits of coursework. For candidates in physical education (non-teaching and teacher certification options), this is usually accomplished at the time of application and admission to the program. For teacher candidates, this is usually accomplished at the time of application and admission to Teacher Education (see the section on Teacher Education). Prior to admission to Teacher Education, prospective teacher candidates will be classified as Pre-Majors in their respective degree programs.

VIII. General Education Requirements

All candidates who have declared a major in the College of Education and plan to acquire a Bachelor of Arts, Bachelor of Science, or Bachelor of Music Education degree must complete the objectives of the university's [General Education Requirements](#). A minimum total of thirty-six (36) credit hours of General Education Coursework must be taken for all baccalaureate degrees. Candidates transferring to Idaho State University from a junior college that is part of the state wide articulation agreement should refer to the Transfer Credit Limitations in the [Undergraduate Admission](#) section of this catalog to determine fulfillment of the University General Education requirements; however, all candidates who plan to enter teacher education and who plan to complete the Student Teaching Internship must fulfill, or have fulfilled, General Education Objectives 1, 2, and 3. Candidates who possess a bachelor's degree in a discipline other than education and desire to complete requirements for a teaching certificate in any area must complete, or have completed, General Education Objectives 1, 2, and 3 prior to placement in a Student Teaching Internship (or equivalent). Checklists available in the College of Education Advising Center provide guidance for candidates in the Elementary, Secondary, Special Education programs.

IX. University and College Policy Statements

Reasonable Accommodation for Candidates with Disabilities

If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please call the Director of Disability Services, (208) 282-3599. As a part of the Americans with Disabilities Act, it is the responsibility of the candidate to disclose a disability prior to requesting reasonable accommodation.

Expectations for all Course Based Clinical Experiences

- Appropriateness of dress while in the field,
- Being on time,
- Making your supervising teacher and instructor aware of scheduling issues,
- Limitations on the Video recording of children,
- Limitations on Taking still pictures of children,
- Appropriateness of relationships with students, especially for secondary students, must be maintained at all time both inside and outside of the classroom and on social media (e.g., Facebook, Instagram, Snapchat, Twitter, etc.)
- Copy right law, including educational fair use, must be followed at all times

Refer to the COE Teacher Preparation Clinical Handbook for more information and guidance on these and other issues related to clinical/field placements.

X. Standard Teaching Certificates

Persons completing an initial certification program (a.k.a. Program Completers) are eligible for recommendation from the College of Education for a standard teaching certificate as follows:

Early Childhood Education/Early Childhood Special Education Blended Certificate (Birth-3)

Standard Elementary Certificate (K-8)

Standard Elementary Certificate (K-12 for Art, English as a New Language, Music, or Physical Education)

Standard Secondary Certificate (6-12)

Standard Secondary Certificate (K-12 for English as a New Language, French, German, Health, Music, Physical Education, or Spanish).

Standard Exceptional Child Certificate - Generalist (K-12)

For administrator certificates, pupil personnel services certificates (such as school psychologist or school guidance counselor), and the Standard Exceptional Child Certificate with the Hearing Impaired (K-12) endorsement, see the College of Education section of the [Graduate School Catalog](#) or pertinent sections of the undergraduate or graduate catalogs for programs offered by the Division of Health Sciences. Candidates interested in becoming certified teachers of children who are deaf/hard of hearing in Idaho will need to earn a bachelor's degree and have met the requirements for a Standard Elementary Certificate (K-8), a Standard Secondary Certificate (6-12), or a Standard Exceptional Child Certificate with the Generalist (K-12) endorsement.

XI. Accreditations

The State of Idaho participates in a partnership agreement with the National Council for Accreditation of Teacher Education (NCATE). To be considered State Board of Education-approved, all educator preparation programs must meet NCATE accreditation standards and they must be reviewed and approved by the Idaho State Department of Education. The College of Education is fully accredited by NCATE and its programs have been reviewed and approved by the Idaho State Department of Education. In addition, programs can achieve national recognition through accreditation by national organizations in their areas of specialization. The Bachelor of Music Education is accredited by the National Association of Schools of Music. The School Psychology programs (see the [Graduate School catalog](#)) are accredited by the National Association of School Psychologists.

XII. Teacher Certification Only and Accelerated Certification

Persons who already hold a Bachelor of Arts or Bachelor of Science degree may seek teaching certification by completing a regular route initial teacher certification program through the College of Education. Candidates must meet the entrance requirements for admission to Teacher Education (although some admission requirements may be waived by petition – see the section on petitions) and they must meet the coursework and completion requirements for a standard teacher education program. An Accelerated Certification program (regular route) that starts in May of each calendar year and typically takes one year to complete is available for qualified candidates interested in a Standard Secondary Certificate (for further information, contact the Advising Center or the associate dean). In addition to application to Teacher Education, candidates for certification-only must complete a Request for Evaluation of Transcripts and submit their transcripts from other institutions for evaluation. Candidates seeking certification also have the option of pursuing a second bachelor's degree (see the requirements elsewhere in the catalog and discuss this option with an advisor).

XIII. Alternative Routes to Certification

Idaho permits individuals to become certificated teachers without following a standard teacher education program through one of several Alternative Route programs. For more information, see the Idaho State Department of Education website at <http://www.sde.idaho.gov>. The Alternative Route programs require submission of an application packet and a plan that is approved by the Idaho State Department of Education. Some of the alternative routes require a request from and the participation of an employing school district. Some alternative routes require participation of a college or university. For the College of Education at Idaho State University to participate in an Alternative Route plan, a copy of the plan must be filed with and signed by the dean or associate dean of the College of Education. The candidate must be admitted to enroll in courses through the university and the candidate must meet other admission requirements as determined by the College of Education (such as verification of a successful background check). Candidates will be assigned a qualified faculty mentor/supervisor from the related regular route teacher preparation program. Because alternative routes are individualized programs, additional fees may be charged.

XIV. Additional Endorsements

Candidates for the Standard Secondary Certificate are qualified for subject area endorsements matching their single-subject teaching major or their teaching major and minor fields that fulfill their degree requirements. To add endorsements, candidates can complete additional teaching majors or teaching minors prior to graduation or they can add endorsements to their existing Standard Secondary Certificate after graduation and initial certification. (See the Idaho State Department of Education website at <http://www.sde.idaho.gov> for the procedures and requirements for adding endorsements to an existing Standard Secondary Certificate.) Persons who already hold a Bachelor of Arts or Bachelor of Science degree and an existing Standard Secondary Certificate can be admitted to the university as non-degree seeking to pursue additional secondary education endorsements. This does not require admission to Teacher Education. However, persons seeking a different teaching certificate must be admitted to Teacher Education in the new certification program area or to an Alternative Route program.

XV. Student Teaching Internship

The student teaching internship is designed to be the culminating professional clinical experience for candidates in Teacher Education. This is a professional development experience during which the intern works in a school context with students. It provides an opportunity for the intern to assume major responsibility for the full range of teaching in an approved school situation under the guidance of qualified personnel from Idaho State University and the cooperating school.

The internship is scheduled for a full semester. Candidates should not plan to enroll in any additional coursework during the internship semester. No candidate is permitted to enroll in a correspondence or regularly scheduled course during the semester in which s/he is completing the internship without written permission from the coordinator of the Office of Field Experiences. All programs other than Music Education require 14 credits of internship. An internship may consist of two blocks of 7 credits or a single block of 14 credits. The Music Education program requires 7 credits or 14 credits to be determined in consultation with the Music Department. Candidates pursuing dual certifications may complete separate blocks of 7 credits in each required internship area.

Teacher candidates must file an application for a student teaching internship with the Office of Field Experiences by October 20 for fall semester of the following year, and by April 20 for spring semester of the following year. There is a \$50 application fee due with the application, a \$50 charge for late applications due with the application, and a \$50 charge for out of area placements, due at the Assignment Information Meeting. Out of area is defined as any placement not in Regions IV, V, or VI. Effective Fall 2012, candidates requesting out of area placements will need to pay the \$50 fee, and the difference in what university supervisors and cooperating teachers are paid in the out of area placement. Applications for all teaching internships may be obtained from the Office of Field Experience or from the [website](#). The application must be signed by the candidate's advisor(s) and approved by the coordinator of the Office of Field Experiences. The candidate must meet the following criteria for enrollment in a student teaching internship ([EDUC 4492](#), [EDUC 4494](#), [EDUC 4495](#), [EDUC 4496](#), [BED 4496](#), [CFS 4493](#), [PE 4495](#) or [SPED 4495](#)):

1. Admission to a Teacher Education program.
2. Completion of all program requirements unless specifically approved by petition.
3. Completion of at least 67% of the professional education core credits required by the program from Idaho State University.
4. A 3.0 grade point average overall including all transfer credits or credits earned in a previous degree program.
5. A 3.0 grade point average in the professional education core including all transfer credits or credits earned in a previous degree program with a grade of "C" [2.0] or higher in all courses used for the professional education core.
6. A grade point average of 2.5 or higher in all courses in the Required Elementary Education Courses for the Bachelor of Arts or Bachelor of Science in Elementary Education and all Required Secondary Education Courses for the Bachelor of Arts or Bachelor of Science in Secondary Education. A grade point average of 3.0 in all Required Special Education Courses for the Bachelor of Arts or Bachelor of Science in Special Education and no more than one grade of C [2.0] or lower.
7. A 2.50 grade point average in the teaching major and minor (secondary) or emphasis area (elementary) including all transfer credits or credits earned in a previous degree program.
8. A grade of "C" [2.0] or higher in [ENGL 1102](#), Critical Reading and Writing, or College of Education-approved equivalent course.
9. Successful completion of the Praxis II Content Test(s) in each area being recommended for certification. The Idaho qualifying scores required for each test are available in the College of Education Advising Center and the College of Education dean's office.
10. For Elementary Education, Special Education, and Early Childhood Education candidates, applicants must demonstrate successful completion of at least two of the three standards tests of the Idaho Comprehensive Literacy Assessment [the qualifying scores for all three tests must be met prior to graduation]. Qualifying scores for the ICLA are available in the College of Education Advising Center.

XVI. Application for Certification

Application for certification is separate from applying for graduation. Program completers are eligible for institutional recommendation for State of Idaho professional educator certification. It is the responsibility of the applicant to have the Institutional Recommendation completed. Certification applications are forwarded to the State Department of Education Certification Office in Boise. Applications for the Standard Elementary Certificate, the Standard Secondary Certificate, the Standard Exceptional Child Certificate, the Administrator Certificate, or the Pupil Personnel Services Certificate are available in the College of Education Office of Field Experience or on-line from the [College of Education](#) website. Candidates who desire to pursue professional educator certification in a state other than Idaho are advised to consult with the Office of Field Experience regarding procedures and reciprocity agreements with other states.

Program completers must initiate the certification process by submitting a completed application for certification to the College of Education Office of Field Experience. For Idaho certification, the application must be accompanied by a check or money order for the required credential application fee payable to the Idaho Department of Education. All applicants must include verification of Praxis II qualifying scores. In addition, official copies of all transcripts must be submitted to the Office of Field Experience for forwarding to the Idaho Department of Education.

The associate dean is the official certification officer for the College of Education; all requests for certification must be processed and signed by the certification officer before the papers can be processed by any state Office of Certification. Verification of completion of an Idaho State Board of Education-approved teacher preparation program is required to support the application for an Idaho credential. Verification of Idaho qualifying scores for all state-required tests in each area being recommended for certification is also required. The College of Education maintains a record of all individuals recommended for certification. The dean and the faculty of the College of Education reserve the right to refuse to recommend a program completer for a standard teaching certificate if such recommendation would appear to be contrary to or in violation of Sections 33-1202 and/or 33-1208, Idaho Code.

XVII. Petitions

Petitions to be allowed to deviate from institutional policies require submission of an Idaho State University Undergraduate Student Petition and appropriate supporting documentation (See the [Petition Policies](#) stated elsewhere in this catalog). Petitions to be allowed to deviate from College of Education policies and requirements require submission of an Internal College of Education Petition with supporting documentation. Internal petitions are initiated with an advisor or course instructor on forms available from the [College of Education](#) website and the Advising Center. For petitions involving Teacher Education requirements, an Education Advisor from the Advising Center will review the petition, provide a recommendation, and sign the petition. Petitions also require the signature and the recommendation of the appropriate program major advisor, program coordinator, or department chair. Internal petitions are approved or denied by the associate dean (or dean) of the College of Education. A copy of the petition is retained by the College of Education in the candidate's official file. If additional action is required, approved petitions are advanced to the Registrar's Office.

Appendix A

Idaho State University College of Education Core Teaching Standards

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.*

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

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

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.*

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

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.

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

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.

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.

Appendix B

Standard Based Assessments

Each candidate will achieve the following assessments prior to, during, and/or at the end of the TEP.

Prior to Admission

- Admission Interview Process
- Praxis I
- Developmental Analysis (EDUC 2201)

Prior to Student Teaching

- Diversity Statement and Family-School-Community Partnerships Paper (EDUC 2204)
- Idaho Comprehensive Literacy Assessment
- Philosophy Paper (EDUC 3301)
- Classroom Management Plan (EDUC 3302)
- Case Analysis (EDUC 3302)
- ISU Teaching and Learning Plan (EDUC 3309)
- Praxis II
- Lesson Plan Modification (SPED 3350)

Prior to Certification

- insert correct name here (Student Teaching)
- Teaching Performance Evaluation (Student Teaching)

Appendix C
Recommended Course Rotation
(Check with the Advising Office or your COE
Advisor for your personalized class schedule)

Elementary and Secondary Programs

<u>Elementary</u> Education Core Requirements	<u>OR</u>	<u>Secondary</u> Education Core Requirements
EDUC 2201 Development and Individual Differences (3 credits) EDUC 2204 Families, Communities, and Culture (3 credits) EDUC 2215 Preparing to Teach with Technology (3 credits) A background check is required (as outlined in EDUC 2201) for admission into the Teacher Education Program.	Apply to Teacher Education Program	EDUC 2201 Development and Individual Differences (3 credits) EDUC 2204 Families, Communities, and Culture (3 credits) EDUC 2215 Preparing to Teach with Technology (3 credits) A background check is required (as outlined in EDUC 2201) for admission into the Teacher Education Program
EDUC 3301 Inquiring, Thinking, and Knowing (3 credits) EDUC 3302 Motivation and Management (3 credits) EDUC 3321 Integrated Language Arts Methods (3 credits) EDUC 3322 Literature for Children (3 credits) SPED 3350 Creating Inclusive Classrooms (3 credits)		EDUC 3301 Inquiring, Thinking, and Knowing (3 credits) EDUC 3302 Motivation and Management (3 credits) SPED 3350 Creating Inclusive Classrooms (3 credits)
EDUC 3309 Instructional Planning, Delivery, and Assessment (6 crs) EDUC 3311 Instructional Technology (3 credits) EDUC 4401 Language and Literacy (3 credits)		EDUC 3309 Instructional Planning, Delivery, and Assessment (6 crs) EDUC 3311 Instructional Technology (3 credits) EDUC 4401 Language and Literacy (3 credits)
EDUC 3330 Elementary Math Methods (3 credits) EDUC 3331 Elementary Science Methods (3 credits) EDUC 3336 Social Science Methods (3 credits) EDUC 4419 Developmental Literacy (3 credits)		Secondary students should use this time to complete major/minor course work.
EDUC 4494 Student Teaching Internship (14 credits)		EDUC 4496 Student Teaching Internship (14 credits)

Appendix D
Teacher Education Program Professional Core Courses
Corresponding Assessments and Field Experience

(Refer to ISU Undergraduate Catalog for course description and prerequisite classes for Elementary and Secondary Education)

EDUC 2201-Developmental

Assessments:

Developmental Analysis

Instructor Recommendation

Field Experience: 15 hours

EDUC 2204-Families, Communities, and Culture

Assessments:

Diversity Statement

Family-School-Community Partnerships Paper

Field Experience: 15 hours

EDUC 2215-Preparing to Teach with Technology

Assessments:

Technology Competency

Field Experience: None

EDUC 3301-Inquiring, Thinking, and Knowing

Assessments:

Philosophy Paper

Field Experience: None

EDUC 3302-Motivation and Management

Assessments:

Classroom Management Plan

Case Analysis

Field Experience: None

EDUC 3309-Planning, Delivery, and Assessment

Assessments:

ISU Teaching and Learning Plan

Teaching Performance Evaluation

Field Experience: 150 hours

EDUC 3311-Instructional Technology

Assessments:

Technology Portfolio Assessment

Field Experience: None

EDUC 3350

Assessments:

Lesson Plan Adaptation/Modification

Field Experience: 4 hours

EDUC 4401-Language and Literacy

Assessments:

Standard 2 of the ICLA

Field Experience: None

EDUC 4492-496 Student Teaching Internship

Assessments:

Teacher Work Sample
 Teaching Performance Evaluation
Field Experience: 16 weeks (One Semester)

Additional professional education courses required for Elementary Education Majors only:

EDUC 3321-Integrated Language Arts

Assessments:
 Standard 1 of the ICLA
Field Experience: 30 hours

EDUC 3322-Literature for Children

Assessments:
 Course exams and research papers
Field Experience: None

EDUC 3330-Math Methods

Assessments:
 Course exams and research papers
Field Experience: None

EDUC 3331-Science Methods

Assessments:
 Course exams and research papers
Field Experience: None

EDUC 3336-Social Science Methods

Assessments:
 Course exams and research papers
Field Experience: None

EDUC 4419-Developmental Literacy

Assessments
 Standard 3 of the ICLA
Field Experience

Requirements to Apply for a Student Teaching Internship Placement

Successful Completion of all TEP courses
 Recommendation from the EDUC 309 instructor
 Successful completion of the Praxis II
 Student Teaching Internship Intent form
 GPA 2.75 or higher, overall

Teacher Education Program Culminating Assessments

Assessments:
 Exit Interview
 Teacher Work Sample
 Teaching Performance Evaluation

Appendix E PRE-INTERNSHIP/FIELD EXPERIENCE REQUIRED PRIOR TO A STUDENT TEACHING INTERSHIP

□ All Majors:

EDUC 3309, Planning, Delivery, and Assessment, 6 credit hour class, approximately 150 hours of field experience per semester. Six hours of instruction and nine internship hours per week.

This course provides candidates with the opportunity to interact with students in an elementary or secondary school. Candidates in the course will provide instruction to students in the regular classroom setting and assist the Cooperating Teachers with instruction. Candidates will be observed by instructors from the university and the Cooperating Teacher. Feedback will be given to the candidate along with a copy of the Teaching Performance Evaluation (TPE). A grade for the candidates' teaching performance will be recorded, based on multiple TPEs and feedback from the Cooperating Teacher

Elementary Education and Early Childhood/Blended Majors:

EDUC 3321, Literacy, 3 credit hour class, 30 hours of field experience

This course provides candidates with the opportunity to interact with students in an elementary school for approximately 30 hours per semester. Candidates in the course will provide instruction to students in the regular classroom setting and assist the Cooperating Teachers with instruction.

PRAXIS II ASSESSMENTS

The Praxis II assessments must be successfully completed and scores must be in the College of Education Office prior to receiving a placement for student teaching internship. Plan on taking the Praxis assessments at least one semester, one year would be recommended, prior to your planned student teaching internship. The Praxis tests you will be required to take depends upon your program of study (elementary education, secondary education, etc.) Please refer to the web sites below for more information.

<http://www.sde.idaho.gov/certification/praxisinfo.asp>

Praxis II test lists, preparation information, and online registration: www.ets.org/praxis

Minimum scores for each of the Praxis II exams can be found on www.ets.org/praxis

For further assistance, contact
Office of Field Experiences
College of Education
Idaho State University
208-282-3701

ICLA: IDAHO COMPREHENSIVE LITERACY ASSESSMENT

The Idaho Comprehensive Literacy Assessment (ICLA) contains three sections:

I. Structure of Language, II. Comprehension, and III. Assessment.

Expect to take this exam early prior to your student teaching. This exam is given only three times per year. Each section is given as a separate exam. If pre-service teachers do not pass all sections the first time they take the exams, they will retake only the section or sections they do not pass. The ICLA allows teacher preparation programs to design reading courses according to their theoretical perspectives, and it also provides Idaho-trained teachers sufficient knowledge and skills to communicate effectively with other

reading educators and work toward meeting the directive of teaching all children to read by the end of third grade.

The ICLA Standards

Standard I: The practicing educator has knowledge, strategies, and beliefs about language structures and literacy instruction that are based on current research and best practices to maximize student reading success.

Standard II: The practicing educator understands and applies/promotes research and best practices that maximize student reading success in comprehension.

Standard III: The practicing educator understands and promotes/applies appropriate strategies, multiple assessments, and interventions to maximize student reading success.

Requests for more information regarding the Idaho Comprehensive Literacy Assessment (ICLA), please contact The Advising Center at (208) 282-2447 or email: websjami@isu.edu

Note: a study guide is online

Appendix F
CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS
PRINCIPLES OF IDAHO CODE OF
ETHICS FOR PROFESSIONAL EDUCATORS

Principle I - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes.

Principle II - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom.

Principle III - Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.

Principle IV - Professional Integrity. A professional educator exemplifies honesty and integrity in the course of professional practice.

Principle V - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.

Principle VI - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.

Principle VII - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.

Principle VIII - Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract.

Principle IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code.

Principle X - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles.

Note: [PSC Code of Ethics Booklet](https://www.sde.idaho.gov/site/psc/docs/PSC%20Code%20of%20Ethics%20Booklet.pdf) is available from the Idaho State Department of Education:
<https://www.sde.idaho.gov/site/psc/docs/PSC%20Code%20of%20Ethics%20Booklet.pdf>

Professional Standards Commission, Effective April 11, 2006, Revised 6-10-2014

Appendix G

Additional Resources

Advising Center

Jamie Webster M. Ed., Coordinator

The Advising Center provides candidates with specific advising information relative to admission to teacher education programs, evaluation of transfer courses, submission of petitions, academic appeals, and certification recommendations. An education advisor is appointed for each candidate who applies for admission to Teacher Education in the College of Education. In addition to an education advisor in the Advising Center, the Advising Center directs each admitted candidate to obtain a second advisor in his or her major. For some majors, the education advisor may also serve as the advisor for the major.

Office of Field Experiences

Debra Zikratch, M.Ed., Coordinator

The Office of Field Experiences administers the student-teaching internship component of clinical experiences including the placement of students, selection of cooperating teachers, and assignment of university supervisors. Copies of the Student Teaching Internship Handbook are available to teacher candidates in the Office of Field Experiences.

Instructional Materials Center

Shu-Yuan Lin, Ed.D., Coordinator

The Instructional Materials Center (IMC) serves as the state repository for curricular materials currently under adoption in Idaho. The Center also houses varied collections of other materials including teaching manipulatives, video and audiotapes, computer software, theses and dissertations, and other professional materials. These collections are maintained to serve students and faculty in the College of Education, the entire campus community, and area in-service educators.