

**INSTITUTIONAL REPORT:
CONTINUOUS IMPROVEMENT OPTION**

**University of Idaho
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I. Overview and Conceptual Framework

I.1 What are the institution’s historical context and unique characteristics (e.g., HBCU or religious)?

The University was created in 1889 by a statute of the 15th territorial legislature. Commonly known as the university charter, that act became part of the state constitution when Idaho was admitted to the Union in 1890. The University of Idaho is a publicly supported, comprehensive land-grant institution with principal responsibility in Idaho for performing research and granting the Doctor of Philosophy degree. The University of Idaho is the State of Idaho’s oldest public university, with the main campus located in Moscow, Idaho, and additional centers located throughout the state, including Boise, Coeur d’Alene, and Idaho Falls. The University also has research and extension offices statewide.

I.2 What is the institution’s mission?

The University of Idaho is the state’s land-grant research university. From this distinctive origin and identity comes our commitment to enhance the scientific, economic, social, legal, and cultural assets of our state, and to develop solutions for complex problems facing society. We deliver on this commitment through focused excellence in teaching, research, outreach, and engagement. Collaborative work is conducted across environments at our residential main campus, regional centers, extension offices, and research facilities. Consistent with the land-grant ideal, our outreach activities serve the state while at the same time strengthening our teaching, scholarly, and creative capacities. Our teaching and learning programs include undergraduate, graduate, professional, and continuing education offerings that are delivered through both face-to-face, online, and hybrid means. Our educational programs are enriched by the knowledge, collaboration, diversity, and creativity of our faculty, students, and staff. Scholarly and creative activities promote human and economic development, global understanding, and progress in professional practice by expanding knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and the professions. This mission statement of the University has guided the development of the College of Education’s Conceptual Framework ([Exhibit I.5.c](#)).

I.3 What is the professional education unit at your institution, what is its relationship to other units at the institution that are involved in the preparation of professional educators, and what are the significant changes since the last NCATE review?

The charge for educator preparation and certification rests with the College of Education ([Exhibit 6.3.a](#)). Educator preparation methods are taught by the College of Education and content is provided in partnership with ([Exhibit I.5.a](#)) the Colleges of Agricultural and Life Sciences, Art and Architecture, Business and Economics, Liberal Arts and Social Sciences and the College of Science. To ensure that candidate preparation is effectively coordinated, the College of Education is charged with the responsibility for organizing and leading the Teacher Education Coordination Committee (TECC) ([Exhibit 6.3.a](#)), which has representation from all the colleges involved in educator preparation. Furthermore, the College of Education hosts the NCATE Committee, which is charged with evaluating individual programs to ensure that each program is operating at or above the NCATE “acceptable” levels as outlined in the NCATE 2008 Standards in effect. ([Exhibit 2.3.i](#)). In addition to NCATE Accreditation, the College of Education is also accredited by the Council for Rehabilitation Education, the Council on Accreditation of Parks, Recreation, Tourism and Related Professions, and the Commission on Accreditation of Athletic Training Education ([Exhibit I.5.d](#)).

Institutionally, the University of Idaho has undergone organizational and leadership changes since the last NCATE review. Dr. M. Duane Nellis began his tenure as the 17th president of the University on July 1, 2009. Dr. Corinne Mantle-Bromley began her tenure as Dean of the College of Education on July 1,

2010, Dr. James Gregson assumed the duties of Associate Dean in 2010 and each academic department has seen a transition in its chair positions since the last NCATE review. In addition to the changes at the executive leadership level, the College of Education has undertaken a rigorous restructuring with the consolidation and or suspension of programs, including the integration of Career and Technical Education into the Curriculum and Instruction Department and the inclusion of Adult and Organizational Learning into the Leadership and Counseling department, the expansion of Rehabilitation Counseling focus, the closure of the School Psychology Program, the suspension of the School Counseling program, the reorganization and the renaming of the Movement Sciences department (formerly Health, Physical Education, Recreation and Dance). Budgetary constraints caused delays in key hires such as the creation and hiring of a new Director of Assessment and Accreditation position, a full-time Director of Student Services position, a marketing coordinator and in the replacement of vacant faculty lines. At the time of this report, the Director of Assessment and Accreditation, the Director of Student Services, the marketing coordinator and faculty hires in the College of Education have been accomplished.

One of the innovations since our last NCATE review has been the transition to TaskStream, a web based portfolio system that we use in assessing candidate learning against the standards and proficiencies outlined in the CARE conceptual framework. We are still in the deployment phase with elementary, secondary, special education, music education and parts of the advanced programs using TaskStream and providing a model for implementation of this system unit wide. Programs that are still working to deploy and transition faculty to TaskStream, as well as those who are using TaskStream, collect, analyze, and disseminate assessment data as outlined more fully in section 2 of this report. The College of Education is also working to develop a campus TaskStream users' group to assist programs and program coordinators with the TaskStream deployment process. Furthermore, the University has been participating in the Teacher Performance Assessment Consortium (TPAC) since 2010 and is a pilot site for an Education Teacher Performance Assessment (edTPA) in Idaho starting in 2012.

I.4 Summarize basic tenets of the conceptual framework, institutional standards and candidate proficiencies related to expected knowledge, skills, and professional dispositions as well as significant changes made to the conceptual framework since the last NCATE review

The University of Idaho's College of Education's conceptual framework ([Exhibit I.5.c](#)) is part of the shared vision to prepare caring professionals to effectively work in P-12 schools, institutions of higher education, business, healthcare, and communities to educate our citizens and promote healthy, active learning and living. The CARE framework provides direction for programs, courses, teaching, candidate performance, scholarship, service, and accountability. It is knowledge-based, well-articulated, coherent, widely shared and consistent with the university's mission and vision. CARE is continuously evaluated using both direct and indirect assessments and evaluations and is therefore constantly evolving. It represents our values and beliefs, and informs the process by which we develop and work toward clearly defined goals in educator preparation.

Our conceptual framework is aligned with the University of Idaho Strategic Action Plan, the Idaho State Department of Education's Ten Core Standards for Teacher Preparation Programs, and the Four Domains of Charlotte Danielson's, *Professional Practice: A Framework for Teaching*. With deliberation, we have chosen the acronym **CARE** to represent the core values and beliefs that drive the thoughts and feelings of individuals and the college as a whole. Together, we develop as scholar practitioners who value, professionally apply and advance:

Cultural Proficiency
Assessment, Teaching and Learning
Reflective Scholarship and Practice
Engagement in Community Building and Partnerships

At the state level, the Idaho State Core Teacher Standards were developed by professionals representing teachers, parents, administrators, business people, and state certification personnel who based their work in part on the NCATE Standards. In addition to the development of these standards, the Danielson domains were selected by the Idaho State Superintendent for Public Instruction as a model for evaluating in-service teachers. As a result, our CARE Conceptual Framework uses the Danielson model (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities) for the evaluation of candidate proficiencies and expectations of candidate performance, and these, in turn, flow back through the conceptual framework's purpose and goals. Candidates are expected to demonstrate through coursework and clinical experiences, that they have met or exceeded the standards for content and pedagogical knowledge, skills, and abilities in a manner consistent with and reflective of our conceptual framework.

I.5 Exhibits

For ease of use by our Board of Examiners, and in accordance with section 2 of the Institutional Report Instructions, we have elected to make our exhibits available through an electronic exhibit. A copy of this report is also located on the site.

To ensure that data is protected in accordance with FERPA guidelines, please take the following steps to ensure that you can view our exhibit room.

Compatible Browsers include [Chrome](#) and [Mozilla Firefox](#) (Download links provided)
Internet Explorer is not fully compatible with the Electronic Exhibit Room

Step 1. Visit <https://ncate.ed.uidaho.edu>

Step 2. Use the login "ncate-reviewer" (without quotation marks) and the password that was emailed to your BOE email address.

Step 3. Depending on your browser, you will need to

- "Accept the certificate" (even if it is untrusted) and or "Proceed Anyway"
- Show all content.

Any challenges that you have, please feel free to contact our Office of Assessment and Accreditation 208-885-5014 or email dcampbell@uidaho.edu

II Unit Standards

Standard 1.

1.1 What do candidate assessment data tell the unit about candidates' meeting professional, state, and institutional standards and their impact on P-12 student learning?

All candidates in educator preparation programs meet or exceed the required standards for demonstrating subject area knowledge and competency as a requirement for placement into the final clinical setting and before a recommendation for certification is made. While candidates represent a variety of majors and preparation, all must meet the state's requirement and the unit's policy for subject area competency prior to entering their culminating internship(s). The desired outcome is for our candidates to possess the content knowledge, pedagogical skills, and professional dispositions necessary to be effective, highly qualified educators. To ensure that our candidates meet national, state and institutional standards, curricula and assessments have been designed to align with the College of Education Conceptual Framework ([Exhibit I.5.c](#)). The CARE Framework is, by design, aligned with the Idaho Core Standards for Teacher Preparation, the University of Idaho Learning Outcomes and the Danielson Framework. The use of this framework permeates educator preparation at multiple levels.

So that only highly qualified candidates are placed in the classroom, all candidates must first pass the PRAXIS II exam in their respective content area(s) ([Exhibit 1.3.1](#)), and as is evident in our Title II reports ([Exhibit 1.3.b and 1.3.d](#)), our pass rates indicate that candidates are able to demonstrate the content knowledge required to teach all students. Furthermore, all successful teacher candidates meet target on professional dispositions. Teacher preparation faculty members have observed that while some candidates perform well academically, they may not demonstrate some of the other essential characteristics of an effective teacher. For this reason, it is critical that the teacher preparation programs at UI focus on knowledge, dispositions, and performance of our pre-service teachers.

The University of Idaho (UI) provides candidates with content preparation utilizing a program based model. Undergraduate subject area preparation for Elementary candidates includes a comprehensive set of core university educational requirements, pre-requisites to the teacher education program, a program specific education core, practicum experiences as well as an internship, successful completion of an Idaho Comprehensive Literacy Assessment (ICLA) and a Teacher Performance Assessment (edTPA). Secondary Education majors have similar requirements in addition to demonstrating content mastery in their selected state board of education approved endorsements areas. For both levels, program coursework is designed to be in alignment with the Idaho Core Teacher Standards. For example, candidates in Elementary and Secondary programs complete courses that emphasize content knowledge taught in P-12 classrooms ([Exhibit I.5.b](#)). Through alignment with the Idaho Core Teacher Standards, candidates are meeting the required state standards for certification ([Exhibit I.5.c](#)). Teacher candidates in these programs are also required to complete a summative assessment that documents candidate knowledge, dispositions, and performance as articulated in the Idaho State Core Teacher Standards. This is accomplished in EDCI 401 Internship Seminar, where candidates complete a Teaching Performance Assessment (edTPA) which requires candidates to demonstrate their meeting skills in all areas (such as accommodating English language learners and students with special needs in lesson planning). Piloting the edTPA system on the UI campus is a good faith effort by the institution and involves candidates submitting their edTPA responses in TaskStream. Their responses demonstrate that they can differentiate instruction, present new learning in a meaningful manner, and identify specific teaching strategies tailored to meet learning needs of individual and/or classes of P-12 students. Candidates' responses in TaskStream further demonstrate their ability to select a developmentally appropriate lesson based on state-adopted and

common core academic content standards. ([Exhibits 1.3.d and 1.3.f](#)). In other programs, assessment data also demonstrate that candidates are meeting standards provided by NCATE and the State Board of Education. For example, the most recently available data at the time of this report shows that in the Special Education Program, 18 of 19 candidates had a GPA above 3.0, 100% of candidates taking the Praxis II test for certification achieved a qualifying score, average scores on standards measured by signature assignments within TaskStream was 3.38 out of 4 (met with excellence) indicating that candidates met or exceeded expectation criteria ([Exhibit 1.3.c, and 1.3.e](#)). Responses by candidates completing the program showed that they, as recent graduates, felt they met or exceeded all course standards and that their individual learning was aligned with the College of Education Conceptual Framework ([Exhibit 1.3.i](#)). Adding to the overall assessment efforts already underway, the Office of Assessment and Accreditation has been working to strengthen data collection efforts both internally with programs across the university, in conjunction with the institutional level efforts by the Office of Institutional Research and Assessment. Another example of data supporting that candidates are meeting standards comes from Music Education. Since 2003, 103 pre-service music education candidates at the University of Idaho have passed Praxis II Music Content exam on the first attempt, which means that students are meeting state and national content knowledge standards. Assessment data from rubrics for Standard 1 of the undergraduate and Standard 2 of the master's TaskStream portfolios within the Music Education program provide additional evidence that music education students meet or exceed content knowledge standards. Additional examples can be found in the exhibit room ([Exhibit 1.3.d and 1.3.f](#)). In examining data from employers, a recent survey of employers from Idaho Regions 1 and 3 shows that University of Idaho graduates were perceived as having good or excellent knowledge and skills (85% in Region 1, 96% in region 2 for both Good and Excellent), among other findings ([Exhibit 1.3.j](#)). This is only a next step in the University of Idaho's efforts to conduct assessment to evaluate employer perceptions on candidates' impact on P-12 student learning and larger studies are being planned to ensure that employer data is collected and used in continuous program improvement.

While there is considerable evidence to support our findings indicating that candidates possess the knowledge and content skills necessary to have a positive impact on P-12 student learning, the faculty also recognize the essential nature of professional dispositions. The desired outcome for educator preparation is that pre-service teachers possess the content, pedagogy, and professional dispositions necessary to be effective educators. The professional dispositions focus on the extent to which pre-service teachers recognize and demonstrate appropriate professional behaviors commensurate with the teaching profession. A process for evaluating appropriate professional dispositions has been formally implemented in each designated teacher education course, ranging from selected dispositions in some courses to all dispositions in courses such as the internship, since Fall Semester, 2004.

At the advanced level, the review of assessment data affirms that candidates at the advanced level know and can demonstrate pedagogical, content knowledge, skills, and professional knowledge and necessary to engage in leadership in their educational context and in roles to help all students learn. For example, data from the Curriculum and Instruction Advanced Studies Program shows that this program has excelled in the following aspects:

1. Providing advanced study in core educational foundations, including the history and philosophy of education, curriculum theory and design, models of teaching, measurement and evaluation, and reading and critiquing educational research;
2. Focusing on the development of practical and professional skills that are coordinated with the conceptual framework and help the teacher to become a leader in the educational arena.
3. Requiring a culminating project that demonstrates reflection, area of interest, and relevance of the program of study;

4. Offering flexibility of course and program delivery, to a diverse and geographically distributed population.

The advanced studies program is continually evaluating, discussing, and implementing improvements to the program and courses within the program as is evident in the program and department meeting minutes ([Exhibit 2.3.d](#)). Monthly program area meetings give a constant platform to vet these ideas. All advanced studies faculty attend these meetings and are encouraged to be actively involved in program decisions and design. Another example of success of our candidates at the advanced level and their contributions to their respective fields can be seen in our data from the Music program. Many leaders in music education within Idaho and the region have come from the University of Idaho. For example, two M.Ed. students have published in state music education publications, one has presented at regional and national music education conferences and is also currently in demand as a potential doctoral student.

The University of Idaho recognizes that moving forward, data-driven decision making will continue to be a critical component in how the overall teacher preparation program is structured, modified and maintained. While no Areas for Improvement were cited in our last NCATE review, the unit, as described in our annual reports, has worked to ensure implementation of data collection and analysis systems, such as TaskStream, used the collected assessment data for on-going program improvement, and increased the signature assignments which demonstrate that all candidates continue to meet national, state and institutional standards for teacher preparation.

1.2.a.1 Areas of the standard at which the unit believes it is currently performing at the target level.

Content Knowledge for Teacher Candidates (Initial and Advanced Preparation of Teachers)

The University of Idaho ensures that all candidates have in-depth knowledge of the content that they plan to teach as described in professional, state and institutional standards in several ways. First, all teacher candidates at the initial preparation level complete at least 30 semester credit hours in their major subject and must obtain a grade of “C” or better to receive passing credit. In addition, each candidate must maintain at completion an overall grade point average of 2.75 or better to graduate from the program and receive recommendation for licensure to the State of Idaho. Second, each candidate must successfully have met all the requirements as outlined in the Education Core. The education core is a series of classes designed to prepare candidates with the essential information and skills necessary to pursue a degree in Education ([Exhibit I.5.a](#)). These core skills include:

- Contexts of Education (EDCI 201 which examines the philosophical, social, cultural, historical, legal and political context of schooling).
- Educating for Exceptionalities (EDSP 300, which introduces exceptionalities and strategies to address individual differences for student success in the classroom).
- Learning Development and Assessment (EDCI 301, which explores theories of learning and human development for use in the classroom, as well as classroom management, and issues relating to assessment).
- Teaching Culturally Diverse Learners (EDCI 302, which examines cultural and linguistic diversity in the classroom as well as strategies for creating a culturally inclusive classroom).
- Internship Seminar (EDCI 401, which reviews the professional commitments, responsibilities, interactions and partnerships that support student learning as well as conduct the Teacher Performance Assessment).

While all education candidates are required to complete the Education Core, physical education, music, and agricultural education substitute department specific courses that address the same concepts in a manner consistent with those programs content needs and characteristics. Third, candidates in Elementary education (B.S.Ed.) must complete parts 1 and 2 of the Idaho Comprehensive Literacy Assessment (prior to internship) and must complete a Mathematics/Science/Social Studies/Technology block, a Literacy/Arts education block, electives in advanced composition, earth sciences, physical sciences, English, literature and social sciences and an Internship semester. Candidates for the B.S.Ed. in Secondary Education must complete one 45-credit teaching major or one 30-credit teaching major and one 20-credit teaching minor, an advanced composition course, mathematics elective and special methods sequence. The intensity of this level of rigor leads many Secondary candidates to receive a second bachelor’s degree in their specific content area. The B.S.Ed. – Career and Technical Education (CTE) has a set of additional requirements that requires candidates to complete one of three options in Business and Marketing Education, Occupational Education, or Engineering and Technology Education ([Exhibit I.5.a](#)). Fourth, in addition to a shared education core and comprehensive content coursework, all candidates must demonstrate content mastery by taking and passing the Praxis II exam for their respective content area prior to placement for internship/student teaching. In this way, the unit is able to ensure that only highly qualified teachers enter the classroom ([Exhibit 1.3.1](#)). Candidates at the University of Idaho demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject in a number of ways. First, as discussed, all candidates complete an Education Core, which includes multiple signature assignments ([Exhibit 1.3.c](#)) where knowledge is evaluated against the Idaho Core Teacher Standards (to which the CARE conceptual framework is aligned). These signature assignments are designed to provide candidates the opportunity to demonstrate content knowledge in the areas needed to ensure they become highly qualified educators. The scope of this content knowledge includes specific subject matter (such as

math, sciences, and literacy human development and learning, modifying instruction for individual needs, instructional strategies, classroom management, communication, instructional planning, assessment, professional commitment and partnership. Additionally all candidates complete mid-and end-of-semester dispositions assessments that explore their progress towards the teaching profession. A Teacher Performance Assessment (edTPA), which is conducted in conjunction with the Internship process, gives candidates an opportunity to reflect, demonstrate and practice their knowledge through practice. Finally, all program completers pass the required content examinations (for Idaho this is the Praxis II) for licensure as a requirement prior to their placement for Internship/student teaching. In addition to passing the Praxis II ([Exhibit 1.3.1](#)), candidates are also demonstrating content skills as seen through grade point averages. The most recently available data shows that candidates across the educator program maintained an average GPA of 3.41 ([Exhibit 1.3.c](#)). This average includes not only the extensive nature of the educator preparation program as described, but also the additional content knowledge that many candidates take in various departments to obtain a second bachelors degree in their respective fields. Many of the graduates of the educator preparation program, especially those seeking certification in secondary education, also obtain a second bachelors degree in their content area. This multi-step process ensures that all candidates are highly qualified teachers prior to entering the classroom and come ready to have a positive impact on P-12 student learning. For candidates who are returning to the academy for additional training in the advanced programs, the unit has designed programs to ensure that teachers are recognized experts in their fields of practice. For example, teachers enrolling in advanced preparation programs must have a minimum of a bachelor's degree in a related area of study. As a part of the advanced program coursework, teachers must complete a minimum of 30 credits in coursework related to advanced study in education. Such coursework in the curriculum and instruction advanced studies degree includes topics in history and philosophy of education, curriculum design and analysis, advanced teaching models, assessment and evaluation, and critique of research in education. An additional 12 credits includes elective topics, which address the teachers' research and scholarly interests.

Pedagogical Content Knowledge and Skills for Teacher Candidates (ITP and ATP)

Teacher candidates at the University of Idaho demonstrate through their methods courses, the completion of pre-requisites to the educator preparation program, successful completion of an Education Core a thorough understanding of the relationship between content and content-specific pedagogy as delineated in professional, state, and institutional standards. These standards are aligned to the Idaho Core Teacher Standards, upon which the CARE Conceptual Framework has been aligned ([Exhibit I.5.c](#)). The education core is designed to complement program and college pre-requisites while providing the candidate with a common and area specific foundation of pedagogical knowledge and skills. Recently, the elementary and secondary programs began pilot testing a Teacher Performance Assessment (edTPA) which further provides candidates an opportunity to reflect upon and demonstrate their overall content and pedagogical skills as outlined in professional, state and institutional standards ([Exhibit 1.3.c](#)). Candidates have in-depth understanding of the content that they plan to teach evidenced by the passing of the Praxis II prior to placement for an internship ([Exhibit 1.3.d](#)), and are able to provide multiple explanations and instructional strategies so that all students learn as evidenced by methods courses completed throughout the course of study ([Exhibit I.5.b](#), [Exhibit 1.3.d](#)). Also, effective spring 2013, all Elementary candidates must also complete a secondary endorsement area. Through internships, candidates present content knowledge to students in challenging, clear, and compelling ways ([Exhibit 1.3.h](#)) using real-world contexts while integrating technology appropriately. To support this, all students, effective spring 2013, will be required to complete EDCI 410, Technology, Teaching, and Learning ([Exhibit I.5.b](#)) Specific programs further address the use of technology in varying ways. For example, music education candidates use and model implementation of iPads in the classroom, and as Music candidates teach to the National Standards (INTASC) ([Exhibit I.5.d](#)), their classroom activities go beyond the conservatory/rehearsal model. Candidates in advanced programs for teachers have expertise in pedagogical content knowledge and share their expertise as is evident through the application process, which is reviewed and approved by faculty (through leadership and mentoring roles in their schools and

communities. Through the successful completion of EDSP 300, Educating for Exceptionalities (or equivalent coursework in select content specific programs such as Music, Physical Education Teacher Education, and Agricultural Education), all candidates understand and address student preconceptions that hinder learning ([Exhibit I.5.b](#)). Candidates are also able to critique research (at both the Initial and Advanced Levels) and theories related to pedagogy and learning ([Exhibit I.5.a](#)) ([Exhibit I.5.b](#)), [Exhibit 1.3.c](#), [Exhibit 1.3.d](#)). Through the preparation described, the practica, the successful completion of an internship, the completion of the edTPA (or program equivalent), and through mid-semester and end of semester dispositions, candidates are able to select, develop, and demonstrate instructional strategies and technologies that are grounded in research and experience, and help all students learn ([Exhibits 1.3.d](#), [1.3.f](#), [1.3.g](#))

Professional and Pedagogical Knowledge and Skills for Teacher Candidates (ITP and ATP)

As discussed above, all teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards and demonstrate mastery in several ways, such as the edTPA, the successful passing of the appropriate Praxis II, mentor teacher and supervising teacher evaluations, and by maintaining a minimum C or better in all coursework. Candidates are able to provide meaningful learning experiences that facilitate learning for all students by completing an Education Core and the specific coursework relevant to the area of specialization. For example, elementary students complete two blocks of methods in Art, Literature, Reading, Writing, PE & Health, Literacy Assessment, Math, Science, Social Studies and Technology. Secondary students complete the Education core as well as methods courses in content teaching area(s) and content area literacy. Integrated throughout programs are dispositions assessments and reflections where candidates reflect on their practice and make necessary adjustments to enhance student learning. Throughout educator preparation, candidates are prepared to understand and adapt to how students learn and find ways to make ideas accessible students, as evidenced in the coursework that candidates take throughout their program. ([Exhibit I.5.b](#)). This also includes practica, internships and experiential learning activities. They also consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues through internships and the successful completion of the edTPA. Candidates in advanced programs such as the M.Ed. for teachers develop expertise in certain aspects of professional and pedagogical knowledge through the completion of 30 credits in advanced studies (500 level or above) and an additional 12 credits in topics of interest. Through the public sharing of their final portfolios and the leadership roles that teachers in advanced programs undertake, they are able to collaborate with colleagues and the professional community to contribute to school improvement and renewal ([Exhibit 1.3.i](#)).

Student Learning for Teacher Candidates (ITP and ATP)

Teacher candidates at the University of Idaho focus on student learning and study the effects of their work through the completion of EDCI 301 (or equivalent), methods courses, a practicum, two semesters of internship (or 1 semester and a secondary endorsement area for elementary majors), and a teacher performance assessment. Throughout this, they assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning within their internships, and demonstrate mastery of these skills by successfully passing the edTPA. ([Exhibits 1.3.d](#), [1.3.f](#), [1.3.g](#) and [1.3.h](#)). Candidates in advanced programs for teachers have a thorough understanding of assessment through the taking of advanced coursework in educational assessment and evaluation. By reflecting on learning in the individual professional contexts/environments/venues, teachers in the advanced programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn, as is evident in the EDCI 524/572 course design and assignments ([Exhibit 1.3.h](#)). Through the utilization of technology, such as BlackBoard Learn, teachers in advanced programs collaborate with other professionals to identify and design strategies and interventions that support student learning throughout their coursework.

Knowledge and Skills for Other School Professionals

Candidates for other professional school roles have an in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards and demonstrated through inquiry, critical analysis, and synthesis ([Exhibits 1.3.d and 1.3.f](#)). They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning. For example, in the Educational Leadership program, all participants complete a year-long (two semester) Internship Program under the tutelage of a university instructor, and a practitioner from the field. Culmination of the program is based upon a comprehensive, written professional portfolio documenting successful completion of subscribed activities. In addition, candidates are required to deliver an oral presentation with university faculty and colleagues, demonstrating that as candidates, they have the knowledge, skills, and dispositions to meet the Idaho Foundation Standards for School Administrators.

Student Learning for Other School Professionals

Candidates for other professional school roles have an in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards and demonstrated through inquiry, critical analysis, and synthesis. For example, the leadership and counseling program participants collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning ([Exhibit 1.3.h](#)). All program completers pass the academic content examinations in states that require such examinations for licensure such as the occupational educator's license.

Professional Dispositions for All Candidates

Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards through mid-semester and end-of-semester evaluations of their professional behaviors, which are linked to state defined dispositions for pre-service teachers ([Exhibit 1.3.e and 1.3.f](#)). Members of the faculty provide feedback to the candidates and any candidate with a "not met" score is tracked and counseled through to completion or out of the program. Furthermore, candidates are evaluated during practicum teaching and internship as well as completion of the edTPA. This multifaceted process allows the program to provide candidates with a means of demonstrating classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. As a component of the various counseling and advising throughout the unit, candidates receive guidance, mentoring and advice on how their own professional dispositions may need to be adjusted and are able to develop plans to do so.

1.2.a.2 Summary of activities and impact on candidate performance and program quality that have led to perceived target level performance.

As a part of the University of Idaho's commitment to and pursuit of continuous improvement, the unit conducted a system wide analysis of operations based on the NCATE "Target" level rubric for standard 1 ([Exhibit 2.3.i](#)). The process of review, combined with the overall findings and direction by the Board of Examiners will form the next steps in the unit's work in pursuit of continuous improvement for all components of educator preparation. From a process change standpoint, the Education Core courses have been revised to more closely align with the assurances listed in Title II of the Higher Education Opportunity Act and with the Idaho Core Standards for Teacher Preparation. For example, to ensure that general education teachers receive training in providing instruction to children with disabilities and are able to participate as members of individualized education program teams, the college developed a two credit, stand alone, course EDSP 300 *Educating for Exceptionalities* ([Exhibit I.5.b](#)). This stand-alone course more explicitly teaches these concepts that were previously integrated into other Education Core courses. As well, EDCI 302 *Teaching Culturally Diverse Learners* has been revised to include a

practicum in P-12 schools and content that ensures general education teachers receive training in providing instruction to limited English proficient students and providing instruction to children from low-income families. Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable ([Exhibit I.5.b](#)). The Education Core now includes EDCI 410 *Technology, Teaching and Learning*, which by design supports candidates' ability to integrate technology effectively into curricula and instruction, use technology effectively to collect data to improve teaching and learning, manage data to improve teaching and learning, and analyze data to improve teaching and learning. ([Exhibit I.5.b](#)). Other changes in preparing teachers content and pedagogical knowledge include, the elementary education program that as a result of analysis of indirect and direct assessments first made optional the second semester of Internship, EDCI 484 Elementary Internship II (15 credits), but only with department approval. Candidates can apply to waive the second semester of Elementary Internship and pursue other options that include advisor approved course work and programs, such as study away/abroad, an additional content area endorsement, special education program, or through course work offered by other departments. As a result of Idaho State Board of Education (SBOE) rule changes, the University of Idaho faculty determined that elementary education teacher candidates would only complete one 16 week culminating semester of Internship/Student Teaching and fulfill all requirements for a subject area endorsement as outlined by the Idaho State Board of Education requirements for a Standard Secondary Certificate. This ensures that all elementary education teacher candidates will be highly qualified in elementary education (K-8) and another endorsement area. More changes in content and pedagogical knowledge occurred when the undergraduate special education program was closed and a new advanced studies special education program was established in the Curriculum & Instruction department. The program can be completed in five years and is taught online. Candidates first study elementary or secondary education at the undergraduate level and then special education at the graduate level. During the first three years, candidates complete their general education requirements, including the major requirements for either elementary or secondary education. They also enroll in additional courses that provide background for teaching special education. And, candidates complete initial coursework in the special education content area (approximately 9 credits). Throughout the program, candidates complete several early field experiences in the schools and complete a full year of internship. Candidates complete their first semester of internship, in either elementary or secondary education, during the fourth year, prior to beginning their graduate course work. During the fifth year candidates complete graduate coursework and their second teaching internship in special education. At the same time, they work on their research project. When all coursework, internships and a research project have been successfully completed, graduates enter schools with a Master of Education in Special Education and are certified to teach Special Education in K-12 schools.

1.2.a.3 - Plans for continuous improvement for target level performance relating to Standard 1.

Currently both the Teacher Education Coordinating and the College of Education Assessment Committee are undergoing by-law revisions to address the changing landscape of teacher preparation. It is expected that these changes will provide a stronger mechanism to collectively review data on candidate knowledge, skills and abilities, review program level data, form and coordinate sub-committees and recommend changes as needed, through the TECC, to upper university-level curriculum change committees. The Assessment committee also anticipates the formation of a task-force to help further deploy and increase the adoption and use of TASKSTREAM in programs campus wide. Also, with the establishment of a new Office of Assessment and Accreditation, the College of Education is examining how data relating to candidate knowledge, skills and abilities can be further captured, systematically analyzed and used to continue making data-driven decisions that contribute to a comprehensive program in teacher preparation.

1.3 Exhibits

All exhibits for this standard are located at <https://ncate.ed.uidaho.edu/st1> . Please refer to section I.5 for specific instruction on how to login.

Standard 2.**2.1 How does the unit use its assessment system to improve candidate performance, program quality and unit operations?**

The University of Idaho is committed to excellence in candidate learning and takes a comprehensive approach to the review and utilization of data to improve educator preparation programs. The Unit assessment plan ([Exhibit 2.3.a](#)) provides the foundation for how assessment data from all levels (student learning, course evaluations, program evaluations and institutional impact) is integrated into the development, evaluation and revision of curriculum and practice. From the initial review of potential candidates applying to the teacher education program through their placement into the classroom, the University of Idaho is committed to ensuring that data-based decision making permeates all levels of candidate preparation and follows this with attention to assessment and ongoing program renewal in all advanced programs.

The University of Idaho's multi-point assessment system exists where faculty use data to:

1. Determine the quality of applicants for program admission, continuation, professional certification, and employment recommendations.
2. Determine candidate proficiency in terms of knowledge, skills, dispositions, and performance in accordance with the Idaho State Board of Education standards (IDAPA 08.02.02.026) and as described in the CARE conceptual framework.
3. Determine the quality of graduates work and impact in the P-12 setting and in the broader educational community.
4. Examine and contribute to the continuous improvement of programs and operations.
5. Report on and communicate to the university community our continuous improvement efforts as evidenced by the University of Idaho's Institutional Research and Assessment's "closing the loop" process, the External Program Review Process, Strategic Plans, and accreditation reviews.
6. Research the performance of candidates through IRB approved studies.

Members of the faculty also use data for operational decisions (teaching assignments, course materials, professional development, etc.) and for policy recommendations (course additions/revisions, degree revisions/closures, staffing numbers, etc). Faculty further use additional indirect and anecdotal data (student, practitioner, Advisory Board feedback and focus group responses) to support authentic assessment of program quality and candidate preparedness; review direct course performance data as academic content assessment of curriculum quality; and evaluate end-of-course signature assignments such as professional portfolio data and capstone assessments as measures of overall candidate preparedness. Additionally, faculty use data to discuss candidate performance and course relevance, develop and refine faculty research and signature areas, set professional development agendas, adjust or revise course content /curriculum, draft and review assessment reports, and plan future program improvements that are in concert with the college strategic plan, conceptual framework and university learning outcomes. Assessments relating to student performance are vetted in program area meetings to ensure that evaluations are fair and unbiased between courses and instructors over time ([Exhibits 2.3.c, 2.3.d](#)). When a faculty review finds signature assignments that are not aligned, members of the faculty meet and decide how to ensure that those assessments can be better aligned with program expectations and standards.

Assessment System

The College of Education utilizes a multi-point assessment system ([Exhibit 2.3.a](#)) that reflects the conceptual framework and by extension, professional and state standards, in the review of candidates, their performance and the educator programs in general. The major technical component of this system is TaskStream, a web based folio system used in collecting, evaluating and disseminating student level assessment. Within TaskStream, rubrics are aligned with the CARE Conceptual Framework, which in turn are aligned to institutional learning outcomes and state and national standards for educator preparation ([Exhibit I.5.c](#)). The assessment system also includes the utilization of the University of Idaho Office of Institutional Research and Assessment's annual assessment cycle process which examines learning outcomes, goals and objectives, by program, as aligned to University goals and learning outcomes. In addition, each candidate is invited to submit evaluations on faculty performance at the end of every class, and to participate in a graduating senior survey, both of which further help to triangulate student and course data at the initial and advanced levels. The assessment system incorporates an external review process which examines programs on a university designated cycle. The overarching goal of this assessment system is to collect and analyze a series of comprehensive, integrated assessment and evaluation measures to ensure that candidate performance is measured at multiple points from entry into through exit from the program and to use such data in helping faculty and administrators improve course and unit operations and to provide programs with a means of external evaluation and a process of internal self-evaluation on progress to meeting learning objectives.

Decisions about candidate performance and recommendation for licensure are based upon multiple assessments starting with admission into the educator preparation program ([Exhibit 2.3.b](#)). Content assessments, reflective assessments of dispositions and student work in the clinical setting, as well as final assessments, such as the successful completion of a Teacher Performance Assessment, are just some of the key assessments used throughout educator preparation at the University of Idaho. Throughout this, courses are examined both across sections and across terms to ensure that assessment activities are free of bias ([Exhibit 2.3.c](#)). We also evaluate the impact of candidates on P-12 student learning (assessment during the clinical experience ([Exhibit 1.3.g](#))) and once a candidate has graduated and is working as a teacher ([Exhibit 1.3.j, and 1.3.i](#)). Advanced programs also evaluate participants' work at multiple points, and through culminating portfolios and end-of-program assignments.

Data Collection, Analysis, and Evaluation

The assessment system within the College of Education is evolving in response to both our noted areas for improvement from our last NCATE review as well as our pursuit of continuous improvement. The integration of multiple assessment strategies as described above provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, observations on unit operations, and overall perspectives on program quality. Furthermore the course, program and organizational level assessment strategies as outlined in the Assessment Plan ([Exhibit 2.3.a](#)) provide the educator preparation programs *in toto* with the necessary data to effectively evaluate applicants, ensure that candidates are progressing through programs while meeting standards, examine the perspectives of recent graduates, and review the work of our faculty all in meaningful ways to better understand how our graduates and our programs are making a positive impact on P-12 student learning. Assessment data on candidates is collected, compiled and analyzed with the goal of improving program quality and unit operations. A major example of this is our recent External Program Review ([Exhibit 2.3.h](#)) where the college examined all its programs simultaneously. Rather than examine one department at a time, the College of Education elected to take this new approach as a means of guiding and informing the development of our next strategic plan.

At the student level, candidate assessment data is examined in various ways to ensure that candidates both on and off campus are meeting standards. At the Initial Teacher Preparation level, candidate data is collected via TaskStream, BlackBoard Learn or through culminating portfolios and is evaluated by

program faculty based at the site of program delivery. For the Advanced Programs, the College of Education has begun moving towards Hybrid delivery of courses where possible, driven by focus group findings that indicate candidates are more receptive to these types of courses.

Within any educator preparation program, there must be mechanisms to ensure that formal complaints and petitions are addressed systematically. The Faculty and Staff Handbook ([Exhibit 2.3.f](#)) outlines the various procedures for complaints pertaining to Academic Hearings, Petitions, Admissions, Graduate Council and Honors Programs. Within Teacher Education, each program handles student concerns and complaints in a manner consistent with individual department policies and procedures in accordance with standing University Policy. Our practice in support of University policy is to address complaints and concerns as close as possible to where the grievance has occurred. Candidates discuss initial concerns with the respective faculty member. If not resolved, the student then communicates with the department chair. If further action is needed by the student, concerns then move onto the petitions committee with the respective college dean serving as the final level of review. At the graduate level, the steps are similar, with the inclusion of the Associate Dean for Graduate Education as an additional avenue of recourse for the student. The University maintains records of student complaints and the documentation of their resolution within individual student files in the various program offices in compliance with FERPA guidelines.

The maintenance of the assessment system as it pertains to educator preparation is a complex process that involves the University's Information Technology and Services Office, The Office of Institutional Research and Assessment, the distance learning office (for Blackboard Learn) and TaskStream (a third party vendor), the various program coordinators and the Office of Assessment and Accreditation. Technological advancements since our last NCATE visit have opened new opportunities to collect, store, share and collaborate on assessment data across the unit and good faith efforts are underway to implement these resources in the next phase of our assessment system.

Use of Data for Program Improvement

As a matter of practice the unit regularly and systematically uses data from multiple sources such as TaskStream and the University Assessment system and institutional, department and program surveys as ([Exhibit 2.3.e](#)) to evaluate candidate and graduate performance information as well as data from the mentor and supervising teacher evaluations to evaluate the efficacy of courses, programs, and clinical experiences. The analysis of this data is handled in several ways, the most common of these is to present findings and summaries within program meetings ([Exhibit, 2.3.d](#)) of both candidate data and performance against learning outcomes and annual goals and objectives ([Exhibit 2.3.h](#)). Aggregated data summaries and resulting improvement decisions are also shared with advisory boards ([Exhibit 3.3.a](#)) and teacher preparation faculty ([Exhibit 2.3.d](#)). If department faculty approval is needed for any change, the program coordinator takes those initiatives to the department meeting and then on to Teacher Education Coordinating Committee, the College Curriculum Committee, the college faculty, and finally on to the University Curriculum Committee to complete the faculty review process.

It is during the ongoing evaluation of programs, as a part of the annual assessment cycle, that the unit evaluates performance and progress to meeting university learning goals. Utilizing data collected during this process, each program can initiate changes (both in goals and or in operations, curriculum, policies etc.) that are found to be necessary and beneficial to unit operations. All of these systems (TaskStream, BbLearn for candidate data, and the University Assessment System for program data) are available to faculty via secured web sites. An example of best practices of how faculty can review assessment data is seen in Curriculum and Instructions programs, where candidate assessment data are regularly shared among faculty during program meetings ([Exhibit 2.3.d](#)) to assist in the reflection on and improvement of performance and programs. As an additional level of assessment, each component of the teacher education program was asked to examine its operations using a custom developed action matrix ([Exhibit](#)

[2.3.i](#)), built directly from NCATE standards in effect for 2008, to identify how each program was meeting NCATE standards for Acceptable or higher.

2.2.b.1 Summary of activities and changes based on data that have led to continuous improvement of candidate performance and program quality.

Progress and Response to Standard 2 AFI #2

The unit continues to use TaskStream for direct assessments for Initial Teacher Preparation and Advanced Studies. Program faculty in Initial Teacher Preparation and Advanced Studies continue to design signature assignments, linked to course objectives and state/program standards/goals. Program faculty articulate outcomes associated with our CARE conceptual framework and link those outcomes to rubrics that are assessed in signature assignments. For example, the PETE program analyzes and evaluates the M.Ed program in Physical Education on a yearly basis. Candidates are evaluated on their outcomes, graduating seniors are interviewed in focus groups and graduates are surveyed using an online survey. Results and recommendations for improving the program are discussed and implemented by PETE program faculty.

Progress and Response to Standard 2 AFI #3

Members of the faculty regularly review aggregated and disaggregated representations of assessments of signature assignments for reliability and validity across course sections ([Exhibit 2.3.c](#)). They employ a summative rubric that is consistently applied to signature assignments and this enables faculty to identify areas of bias and to take action to ensure fair and unbiased assessments. The summative rubrics have been designed to compare favorably with rubrics used in the Teaching Performance Assessment (edTPA) for pre-service teachers and Danielson's framework for measuring the effectiveness of in-service teachers. Over time, faculty analysis of signature assignments, and indirect measures will compare and align with TPA assessments, and Danielson's framework. This process will minimize and consistently measure any bias in the assessment system, providing a fair assessment of pre-service and in-service teacher achievement through graduation.

As articulated in section 2.1 of this report, the University of Idaho utilizes a multi-point assessment system to ensure that all candidates meet or exceed standards set forth by national and state accrediting bodies. As with any organization, time and change are two constant factors. Since our last NCATE visit, teacher preparation has undertaken various changes in response to both internal and external data.

One change reviewed and approved by the faculty was the removal of one semester of Internship and replacing it with a requirement for a second area of endorsement as a response to changes in state requirements, and a continued emphasis on ensuring all teacher candidates are highly qualified. Another significant change occurred in the Curriculum and Instruction graduate program which in response to faculty discussions, realigned course scope and sequence for the Introduction to Research in Education, to focus on using and evaluating current educational research. Additionally, changes have been made to streamline the application process so that it is coherent and efficient. The Advanced Studies program area is continuing to grapple with focus and emphases of programs (e.g. courses) such that they can work more effectively with a common mission. Aggregated data summaries and resulting improvement decisions are shared with the program advisory board and the department faculty. ([Exhibit 2.3.d](#))

At the advanced level, enhanced efforts have been placed on both the collection and the analysis and evaluation of data as a part of the unit's commitment to continuous improvement. Based on focus group studies conducted with students in the advanced programs ([Exhibit 2.3.h](#)), it was identified that the development of an online/hybrid delivery model to complement the face-to-face model of advanced teacher preparation was needed. The University has invested significant resources into the technical

infrastructure necessary to support such endeavors. Furthermore, the College of Education has been working to offer courses through online and hybrid means, utilizing synchronous and asynchronous mechanisms. The College of Education continues to pilot test various methods of hybrid online education and will be conducting a pilot study with advanced studies students during fall 2012 to explore what aspects of hybrid education contribute to their overall learning.

As discussed in our most recent progress towards addressing Areas for Improvement from our last NCATE review, one of the major operational changes has been the adoption of TaskStream for the collection and analysis of candidate assessment data. This system is currently used by the Elementary, Secondary, Special Education, Music Education, and Physical Education programs in varying degrees. Availability of resources outside the College of Education have hindered the full deployment of this system by all programs, and for that reason, the College of Education is in the process of establishing a TaskStream users' group to help individual programs transfer their rubrics into the system, identify TaskStream program coordinators who can assist department faculty with the extraction of data, as well as provide mutual cross training for all users. A second major change has been the piloting of a Teacher Performance Assessment (edTPA) to ensure that all candidates meet the Idaho Core Teacher Standards. Numerous curricular and co-curricular changes based on data have also occurred since our last NCATE review. A comprehensive listing of all these changes can be seen in the exhibit room ([Exhibit 2.3.h](#)). Each of these changes is driven by data collected by and discussed among faculty for the respective programs within teacher education at the University of Idaho. Some selected highlights include:

Agricultural Education. The faculty in Agricultural Education are working with the State Division of Professional-Technical Education to revise and update the State Standards for Agricultural Science & Technology Teachers. When these standards are revised the faculty in agricultural education will review our degree requirements and make recommendations for changes in required courses.

Elementary Education. The elementary program is place-based in two sites: Moscow and Coeur d'Alene. To ensure continuity and collaboration efforts are supportive of candidates, both sites have hired Community Partner Coordinators who are familiar with the sites and the variety of options available with schools we partner with and the within the methods blocks. It has been recognized that faculty need to hold site-based "methods block meetings", agree upon collaborative projects, and synchronize instructional practices through common assignments, lesson plans, and philosophies of instruction as well as develop and refine program documents for elementary education, practica and internships.

Special Education Faculty continue to improve the quality and effectiveness of online instruction, fully implement TaskStream monitoring system, update and improve the website for student information and recruitment purposes, and study expanding the program to include an M.Ed. plus certification program for candidates with a bachelors degree but no teaching certificate.

2.2.b.2 Plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 2.

There are numerous efforts underway to ensure that the University of Idaho can sustain and enhance performance relating to Standard 2. First, the College of Education established an Office of Assessment and Accreditation in 2011, which has been charged to work with teacher education programs to identify, refine and streamline the collection, analysis and utilization of assessment data as it relates to student learning, program outcomes and unit operations. This office and its staffing have been included in the revised strategic plan for the College ([Exhibit 6.3.k](#)) and in doing so the College of Education is demonstrating its commitment to investing the necessary resources to support long term assessment efforts. These efforts are expected to help grow the assessment system continues and provide the necessary data to ensure that candidate preparation is producing high quality teachers who will have a

meaningful and positive impact on P-12 student learning for years to come. Additional changes that are planned are:

- The revision of the College of Education By-laws with a strong focus on the Assessment Committee, which now includes new structures for addressing recommendations for change to the Teacher Education Coordinating Committee and broadens representation ensuring a more efficient processing of curriculum and program change recommendations.
- Conducting an analysis of the assessment systems individual data components to identify how data can be collected and shared among programs in additional ways beyond that which is available in the central University Assessment System.

2.3 Exhibits

All exhibits for this standard are located at <https://ncate.ed.uidaho.edu/st2> . Please refer to section I.5 for specific instruction on how to login.

Standard 3.

3.1 How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn?

Collaboration between Unit and School Partners

The College of Education believes that collaboration with schools and other members of the professional community in the design, delivery, and evaluation of field experiences and clinical practice is critical to helping candidates develop their knowledge, skills, and professional dispositions. We could not prepare candidates without the collaboration of our colleagues in the surrounding districts. Practicum candidates are placed in a variety of settings: charter schools, public schools, tribal school, Head start, day care centers, and Upward Bound. Our memorandum of understanding agreements with partner schools like Ramsey Elementary school in Coeur d'Alene and Seltice Elementary in Post Falls provide clear articulation of the collaborative activities between school partners and the University of Idaho in creating partnerships based on continuous learning ([Exhibit 3.3.a](#)). In Coeur d'Alene, elementary methods classes are taught on site at a partner school. Starting in fall 2012 one section of the EDCI 302 class in Moscow is taught on site at Moscow Middle School. Mentor teachers complete evaluations of pre-service teachers in their EDCI 302 practicum. Cooperating teachers mentor teacher candidates daily and two formal evaluation conferences are held at mid-term (formative) and the end of the semester (summative) with the candidate, mentor and supervisor.

We work closely with schools to place student teachers and interns for other professional roles into clinical settings that are acceptable to all parties concerned. We first present potential candidates to building administrators for approval. Teacher candidates must interview with and meet approval of both the building administrator and the prospective mentor teacher prior to actually entering the classroom. By matching candidates to prospective schools and having schools admit candidates through an individualized screening processes, the school and the College of Education are blending their expertise to support candidates' learning in field experiences and clinical practice in a manner that best serves both the candidates and the students they teach. Another part of our partnership with schools is the move towards using a co-teaching model of internship. All teacher candidates are expected to participate in school district workshops and in-service training. Supervisors are employed to observe and support the teacher candidates and to help them reflect on their practice. Experienced teachers and administrators participate in internship seminar class panel discussions to share expertise. Mentor teachers provide expertise and support for teacher candidates completing the teaching performance assessment.

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

All Candidates must meet entry and exit criteria for clinical practice ([Exhibit 3.3.b](#)):

Entry criteria:

- 1) Admission to teacher education
- 2) Minimum 2.75 GPA
- 3) Passage of background check
- 4) Passage of all exams necessary for certification (Praxis II) for placement in student teaching internship
- 5) Interview by building administrator

Exit criteria

- 1) Meets or exceeds all expectations on all areas of final evaluations (standards and dispositions) and successfully completes a teaching performance assessment.

It is through our field and clinical experiences that candidates take one of the largest steps in their formal training to becoming professional educators. By providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice, we believe that candidates are experiencing the real world situations necessary to be effective educators from day one of exiting our teacher preparation program. To ensure this, candidates are required to do 20 hours of service learning in EDCI 201/ECE 210. Many candidates complete their service learning in after-school and tutoring programs. Candidates are also required to spend a minimum of 30 practicum hours in EDCI 302 in a K-12 classroom which consists of both observing and assisting the classroom teacher and teaching a lesson(s). Overall, candidates are required to spend between 30-60 hours of practicum in K-12 classrooms in methods classes and complete a minimum of 30 additional practicum hours and teach additional lessons in methods courses, or participate in comparable experiences in their respective programs. Early childhood majors, for example, have to complete a minimum of 18 hours in FCS 235 and 36 additional hours in FCS 233.

Both field experiences and clinical practice reflect the unit's conceptual framework and help candidates develop the content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in standards. Final evaluations and by extension, the CARE Conceptual Framework, are tied to the Idaho Core Teacher standards for teacher education programs. Examples of cultural proficiency can be seen in our candidates' work with the Coeur d'Alene tribal school, Upward Bound, and core classes of EDSP 300 and EDCI 302. Assessment, Teaching and Learning standards are addressed in EDCI 302 and all methods classes, with demonstration of proficiency in those areas being assessed in the edTPA during clinical experience (ED 401). The field and clinical experiences provide candidates with the opportunity to participate as teachers or other professional educators within the school setting while also being learners. This can be seen in the lesson that must be taught in EDCI 302, the lessons taught in methods courses, the evaluation of candidate lessons in the practicum, and in the culminating co-teaching during the internship.

Clinical practice allows candidates (both at the University of Idaho and at the clinical/field site) to use and integrate technology to support teaching and learning in a variety of ways. The schools where candidates are completing their clinical experience are using a variety of web-based teaching, learning, and assessment systems such as Accelerated Reader and Math, AIMS web, Powerschool, STAR, and PLATO. Teacher candidates must videotape their teaching and analyze it as part of the edTPA; and new technologies are being explored to support this. The minimum 16 weeks of internship have been found to be sufficiently extensive and intensive for candidates to develop and demonstrate their proficiencies within the professional roles they aspire to. Furthermore, teacher candidates are expected to have the same schedule as their mentor teacher during their internship.

The criteria for school faculty are clear and known to all of the involved parties ([Exhibit 3.3.c](#)). As discussed, the general practice for identifying mentor teachers is to go through the building Principals. The principals, who are accomplished professionals, do preliminary screening and ensure that mentor teachers are experienced master teachers. Mentors are encouraged to attend the orientation session for internship where expectations of all parties are clarified. Mentors are given the option of using the co-teaching model of internship. Mentor teachers who opt to use this model are given additional training. Supervisors also are given training and attend the internship orientation and the co-teaching workshop.

Clinical faculty, including both higher education and P-12 school faculty, use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions ([Exhibit 3.3.e](#)). This University supervisor observes the teacher candidate at least 4-6 times during the semester and holds informal conferences after each observation with the candidate and in conjunction with the mentor and supervising teacher. For candidates at a distance, the supervision is local but the on-line

seminar (Ed 401) class uses journals, group discussions and email to provide support. This support comes from clinical faculty who utilize various means of technology including Skype, email, Blackboard Learn, and TaskStream.

Candidates in advanced programs have the option to do an action research project which combines research and classroom practice. For example, the Wright Fellowship is a Master's level program for current classroom teachers. It is taught in a cohort model, and focuses on improving classroom performance of both the teachers and their students. Teachers participate in field experiences that require them to apply course work in classroom settings, analyze P–12 student learning, and reflect on their practice in the context of theories on teaching and learning.

Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Candidates must demonstrate mastery of content, pedagogical and professional knowledge before admission to the clinical practice phase of their preparation. All candidates must pass the Praxis II in all content areas that they will be seeking certification in prior to an internship placement. Content knowledge is assessed on the internship evaluation forms, and the instructional portion of the teaching performance assessment (edTPA). Assessments used in clinical practice show that candidates are meeting professional, state, and institutional standards as identified in the CARE Conceptual Framework. The standards and dispositions used for assessment are based on state and national teaching standards. These assessments are completed by the mentor teacher and supervisor after direct observation of candidate performance.

By using multiple assessment strategies, candidates' performance and impact on student learning can be evaluated to ensure that all candidates are having a positive and meaningful impact on students. This can be seen in the teaching performance assessment which assesses teacher candidate performance in four different performance areas: planning, instruction, assessment, and reflection. All areas of the edTPA are scored with student learning in mind.

Candidates and clinical faculty jointly conduct assessments of candidate performance throughout the clinical experience by means of ongoing evaluations such as formative and summative assessments as well as a daily reflection between the mentor teacher and the candidate ([Exhibit 3.3.d](#)). An important component of the EDCI 401 is to share experiences with peers. For example, the partner school in Coeur d'Alene provides candidates with the opportunity to observe peers, teach lessons to students, and have candidates do a peer review of the planning portion within the edTPA. This provides candidates with time for comprehensive reflection and for sharing and gathering feedback from peers.

There is a systematic examination of results related to P–12 learning. The edTPA contains an assessment component that examines student learning and effectiveness of teaching practices ([Exhibit 1.3.c](#)). By having candidates collect data on student learning, analyze that data, and reflect upon their work, candidates demonstrate their ability to develop strategies for improving their own, and their student's learning. An additional example is where elementary education students analyze student work in methods classes. Also, candidates are required to do an analysis of instruction in the assessment section of the teaching performance assessment.

3.2.b.1 Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.

Each semester, we survey teacher candidates and mentor teachers regarding the internship process. We ask both groups how adequately they felt our candidates were prepared in a variety of categories; content knowledge, lesson planning, instructional methods and ability to engage students, classroom

management, assessment, and differentiation of instruction. We also ask our candidates about the placement process and the quality of the mentor teacher and university supervisor. While the surveys are anonymous, if we find out from candidates that there were concerns with supervision, the office of field experience talks to all clinical faculty regarding any concerns that arise. Information on the level of preparation, as viewed by both teacher candidate and mentor teachers, is shared with faculty in department meetings so they will know which areas to focus on for future instruction. This information has recently shown that we need to improve our preparation of candidates in the areas of assessment and differentiation. ([Exhibit 1.3.c](#))

In spring of 2012, the University of Idaho participated in the national pilot of the Teaching Performance Assessment. Faculty were trained and participated in scoring the teaching performance assessment work samples so they could see for themselves the type of culminating work our candidates are producing. The edTPA samples were also scored nationally by Pearson. We also examined our edTPA information from the Pearson scoring to see which areas of preparation for our candidates were stronger than others. Again, we found that our candidates are generally strong in the areas of planning and instruction, but need to improve in assessment. We are eagerly anticipating the national information from the edTPA to see how our candidates' performance compared to those from other institutions. ([Evidence 1.3.d](#))

Based on that information, and feedback we received from teacher candidates, starting in fall of 2012, we have divided the edTPA assignment into two parts. The planning section will be addressed in methods courses and the instruction, assessment, and reflection portions will remain during the internship in the EDCI 401 course. We believe that this will make the edTPA more manageable for our candidates, while still requiring them to demonstrate their skill in all areas. We are focusing on the assessment during the internship as this is the first time that our teacher candidates actually have a group of K-12 students to assess and see their growth over time.

Focus group studies with our graduating candidates are conducted each semester and that information is shared with faculty as well during program meetings ([Exhibit 2.3.d](#)). In 2011, the Curriculum and Instruction department re-instituted an advisory board with a variety of stakeholders from the community, K-12 partners and from within the university. The input from those meetings is shared at department meetings. The advisory board members made it clear that we needed to increase our presence in the schools and as a result we created the positions of Community Partnership Coordinators in both Moscow and Coeur d'Alene.

Physical Education Teacher Education (PETE) faculty members meet to discuss ways to provide more opportunities for implementing school-based data collection ([Exhibit 2.3.d](#)). For example, this year advanced candidates completed the Institutional Review Board process in PEP 523 to conduct research on the university campus. Next year, steps will be taken to gain research access into the school district to collect and analyze student data. The undergraduate PETE program conducts an advisory board meeting every three years with representative practicum mentor teachers from each school level for feedback about the program and the practicum experiences ([Exhibit 2.3.d](#)). Surveys are sent to PETE senior candidates before and after their internship to gain feedback on the program and practicum experiences ([Exhibit 3.3.g](#)). Mentor evaluations are conducted by candidates ([Exhibit 3.3.b](#)). Members of the faculty discuss these practicum experiences and findings in PETE program meetings. Feedback from these sources is then discussed in PETE program meetings resulting in program and practicum changes and enhancements. In addition, each semester, through the College of Education, teacher candidates and mentor teachers are surveyed regarding the internship process ([Exhibit 3.3.b](#)) as part of the overall clinical experience. Both groups are asked how well they felt that candidates were prepared in a variety of categories that pertain to topics such as classroom management and instructional strategies. Candidates are asked to reflect upon their placement process and the quality of the mentor teacher they had as well as that that individuals supervision. While the surveys are anonymous, if supervision issues are identified,

the Office of Field Experience talks to clinical faculty in the area regarding any concerns that may arise, and addresses them on a case by case basis. Information on the level of preparation, as viewed by both teacher candidate and mentor teachers, is shared with faculty so they will know which areas to focus on in instruction. Faculty participated in scoring the teaching performance assessment work samples starting in 2012 so they could see for themselves the type of culminating work our candidates are [producing \(Exhibit 1.3.d\)](#).

All graduating seniors complete a comprehensive evaluation of their degree program and of their experiences at the University of Idaho. Findings are discussed at program meetings and results are compared against university means. Advanced programs also conduct research on experiences. For example, the PETE Advanced program sends surveys to Physical Education Teacher Education ETE graduating candidates. Faculty members discuss findings in the context of program coursework and content during respective program meetings ([Exhibit 2.3.d](#)). Findings from the various surveys are discussed among faculty, and recommendations for curricular changes resulting from those findings are approved by the department and forwarded on through the university system for overall approval ([Exhibit 2.3.d](#)).

Health faculty are aware of the need to improve candidates' performance in health education clinical experiences and have taken steps to provide more preparation in health curriculum planning and development, assessment and evaluation of learning, and evidence based health education strategies ([Exhibit 2.3.d](#)). Faculty have designed assignments and activities using the Center for Disease Control's Health Education Curriculum and Assessment Tool (HECAT) which outlines standard based health education scope, sequence and assessments.

3.2.b.2 Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 3.

The College of Education plans to use the methods outlined in the previous paragraphs to gather information and continue to share that with faculty on a regular basis to help inform instruction. We will continue to survey teacher candidates and mentor teachers each semester regarding the internship process. Information will be shared with faculty so they will know which areas to focus on in their pedagogical instruction. Currently, employer surveys are in the pilot phase, as are plans to implement full scale employer surveys within the next year. The College of Education is also working to address operational issues regarding clinical practice evaluations by working with the Office of Field and Clinical Experiences to streamline the evaluation process and potentially integrate a technology component into how data is collected. Further efforts are underway unit wide to continue working towards continuous improvement. In particular, the results from the teaching performance assessment should be very instructive for faculty to see both our areas of strength in preparation as well as areas for improvement. College of Education faculty will continue to view and score the instruction portion of the Teaching Performance Assessment. This includes reviewing video of our teacher candidates in action and examining how they are engaging students. This gives our faculty a chance to directly observe the results of their own teaching and to see how our candidates are doing in the areas of instructional delivery, engagement of students, and classroom management.

3.3 Exhibits

All exhibits for this standard are located at <https://ncate.ed.uidaho.edu/st3> . Please refer to section I.5 for specific instruction on how to login.

Standard 4.

4.1 How does the unit prepare candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area?

As articulated in the Conceptual Framework ([Exhibit I.5.c](#)), the first element in the CARE Framework is C, for cultural proficiency. The University of Idaho strategic plan ([Exhibit 6.3.k](#)) also commits the university to be(ing) “a community committed to access and inclusion.” Strategies to accomplish this include recruitment and retention of a diverse student body and diverse faculty, expanding opportunities for cultural competency training and building extended community partnerships to enhance an environment that values diversity. It is vital in education to value diversity. Our candidates are prepared to welcome working with a wide range of family and economic backgrounds, languages, cultures, religious beliefs, sexual orientation, disabilities, and learning styles; all are included and honored. As taken from our Conceptual Framework “We believe that diversity enriches the learning environment and that all individuals have worth and should be treated with dignity and respect. We welcome a variety of cultural, economic, and experiential backgrounds including, but not limited to, variation with respect to language, race, culture, religious belief, gender, sexual orientation, age, ability, veteran status, and geographical location (Tomlinson, 2003).

A culturally proficient approach best informs the preparation of our candidates in the area of diversity without limiting the focus to just the individual. Cultural proficiency is also reflected in the way an organization treats its employees, its constituents, and its community. Administrators, teachers, staff, parents, students, and the community welcome and create opportunities to better understand who they are as individuals while learning how to interact positively with people who differ from themselves. **In summary, cultural proficiency is the policies and practices of the organization, or the values and behaviors of an individual, which enable that agency or person to interact effectively in a culturally diverse environment** (Lindsey, Roberts & Terrell, 2003).

University of Idaho educators embrace a cultural proficiency approach, or an inside-out approach, to developing harmony and unity through diversity. This approach takes into account those who are insiders in the organization, and encourages reflection on self-understandings and values. It relieves those identified as outsiders—members of excluded or marginalized groups—from the responsibility of doing all the adapting. This approach acknowledges and respects the current values and feelings of people, and encourages change without threatening feelings of worth.

Diversity is an overarching theme that is assessed at each of the transition points within the assessment system ([Exhibit 4.3.a](#)). As well, each semester preservice teacher candidates self-assess regarding professional behaviors (dispositions) that include aspects of respect and the valuing of diversity. Members of the faculty in programs affirm or question the self-assessments by responding in TaskStream. Each semester these faculty responses are monitored and analyzed to ensure all candidates are developing attitudes and values consistent with the unit’s conceptual framework. At the time of admission to teacher education, prospective candidates complete a letter, written to methods faculty, responding to each of the four elements of CARE. That letter is then used by faculty to evaluate the candidate’s response with attention to Cultural Proficiency ([Exhibit 4.3.b](#)). Teacher candidates interact in classroom settings on campus and in K-12 schools, with College of Education faculty and public school faculty from diverse ethnic, racial, and gender groups ([Exhibit 4.3.d](#)). These professional educators have knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. All faculty members have extensive knowledge of and experience with diverse populations ([Exhibit 5.3.h](#)). Furthermore, all faculty have made a commitment to diversity by their decision to teach at the University of Idaho.

Students experience two diversity-specific courses (EDCI 300; EDCI 301) as well as courses where diversity topics are infused. Faculty teach courses that are infused with diversity issues as diversity issues cannot be confined to one course or one topic ([Exhibit I.5.b](#)). By infusing diversity issues throughout the candidate preparation process, diversity is more than a single item that must be mastered; rather, diversity becomes an overarching theme within the curriculum. To ensure that this theme is present throughout the program, all faculty have worked with diverse populations, and most have studied issues of diversity and diverse populations as part of their graduate study and professional research agenda. Over the past four years, faculty have engaged in a number of professional development discussions to sharpen their knowledge of and skills in working with diverse groups ([Exhibit 2.3.d](#)). A challenge we experience in increasing diversity is our geographic location in northern Idaho. We hope to overcome the geographical and demographic challenges of Idaho by embracing the principles and practices associated with diversity as a model for growth and for excellence in educator preparation.

As part of a 2011 External Review, cultural proficiency was addressed at many levels. For example, faculty in the educational leadership advanced program examined how the program prepares advanced level candidates to become leaders and to work effectively with diversity while applying fair and unbiased decision making. Preparation begins with a faculty ethos—transforming leadership with social justice—that pervades teaching, research, and advising. Cultural proficiency is a standard that permeates all levels of educator preparation. Idaho standards for school administrators have a strong diversity focus as seen in standards 1: Visionary and Strategic Leadership; 4: Family and Community Partnerships, and 6: Governance and Legal Leadership. Major course assignments include creating a diversity leadership plan, an ethical leadership plan, a case study of exceptionalities, and an assessment of diversity resources. Dispositional preparation centers on key Idaho leadership diversity exemplars—believing in the success of each student; actively reflecting on assumptions, beliefs, and practices; acting with caring, respect, and empathy for all (Idaho Standard 1) and recognizing the value of diversity in schools and community (Idaho Standard 4). Diversity preparation in praxis occurs during Internship and includes studying one or more of the categories in the NCATE definition. Assessment of these preparations is by in-class, end-of-class, and degree exit professional portfolio.

Design, Implementation, and Evaluation of Curriculum and Experiences

The first component of the CARE Conceptual Framework is “C” Cultural Proficiency. The expected proficiencies for candidates related to diversity are outlined within the conceptual framework, and by design, are also aligned to the Idaho Core Teacher Standards and the four Domains of the Danielson Framework. Cultural Proficiency is embedded in, and related to, each of the core standards for teacher preparation programs, and, as a result, to all of Danielson’s four domains. Educators and leaders who meet all ten standards and all four domains are well aligned with the philosophy, professional commitments, and dispositions associated with cultural proficient teaching and leading.

Candidates in teacher education demonstrate an awareness of different learning styles and ability to adapt instruction or services appropriately for all students through the writing of lesson plans for differentiation in all methods courses and for practicum, internships and during the Teacher Performance Assessment (edTPA). This structure supports candidates’ abilities to connect lessons, instruction, and services to students’ experiences and cultures. As a holistic approach, candidates also communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences, and must do so successfully to obtain permission to record the student for their edTPA.

The ability of candidates to incorporate perspectives into subject matter they teach is observable in the submitted content area coursework they produce as a candidate as well as the pedagogical content course assignments for methods, classroom management and school climate assessments they complete as a part of the edTPA ([Exhibit 1.3.c](#)). Candidates demonstrate through dispositions, which are validated by faculty and supervisors, classroom behaviors that are consistent with the ideas of fairness and the belief

that all students can learn. The proficiencies related to diversity are assessed during these activities, with feedback given to the candidates for professional development and self improvement. All of these activities are designed to ensure that candidates have the knowledge, skills, and professional dispositions necessary to help students from diverse populations learn.

Experiences Working with Diverse Faculty

Candidates at the University of Idaho, in both conventional and distance learning programs, interact with a diverse group of professional educators ([Appendix A](#)). This includes faculty from three different continents and representing a rich background of cultural and ethnic heritages. Faculty within the educator preparation programs have knowledge and experiences related to preparing candidates to work with diverse student populations as many have taught in racially and culturally diverse schools prior to becoming faculty at the University of Idaho. This includes schools with English language learners and students with exceptionalities. Throughout candidate preparation, faculty develop opportunities for pre-service candidates to work with diverse learners, including students at the Coeur d'Alene tribal school. Every tenure track faculty hire is advertised in traditionally diverse faculty publications as a part of the Universities commitment to diversity.

Experiences Working with Diverse Candidates

Candidates engage in professional education experiences in conventional and distance learning programs with male and female faculty ([Appendix D](#)) as well as students from different socioeconomic groups, and at least two ethnic/racial groups ([Appendix C](#)). Faculty and candidates work together on projects related to education and the content areas relating to diversity are taught throughout the educator preparation program. Good faith efforts on the part of the Institution to recruit and retain a diverse pool of candidates are undertaken in multiple ways. First, the University of Idaho has committed ([Exhibit 6.3.k](#)) to increasing the overall student population to 16,000 by 2020, and within this plan, approaches to increase the cultural and socioeconomic diversity are incorporated into the recruitment plan. The College of Education, through the establishment of a new Office of Student Services, is currently in the early launch phase of a new recruitment campaign, which includes efforts to increase diversity at all levels. These good faith efforts are in the early stages and it is expected that the results will have a positive impact on the composition of the candidate pool for teacher preparation.

Experiences Working with Diverse Students in P–12 Schools

Field experiences or clinical practice are designed to provide candidates at all levels and sites with experiences to interact with male and female P–12 students from different socioeconomic groups and at least two ethnic/racial groups. The state of Idaho is a relatively homogeneous state, with pockets of ethnic diversity throughout the state. However, other significant forms of diversity are present in schools throughout Idaho: socio-economics, cultural, parental education levels, exceptionalities are present and matter to educators in Idaho. Given Idaho's overall demographic it is administratively prohibitive to select sites based on ethnic diversity alone; however, the University of Idaho works to ensure that candidates have significant opportunities to interact with the complete available range of diverse students within the state. Structurally, faculty plan for pre-service candidates to work with diverse learners, based on availability within the clinical site, to ensure that all candidates are prepared to work with students of diverse backgrounds in the P-12 setting, including English language learners and students with disabilities. For example, within the physical education teacher education program, candidates work with diverse learners in practica connected to PEP 412, 421, and 424 including k-12 students from diverse ethnic, race, socioeconomic, disability backgrounds.

4.2.b.1 Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.

Progress and Response to Standard 4 AFI #1

The unit has adopted Cultural Proficiency as one of the four defining principles embedded in its conceptual framework. The underlying philosophy supporting this principle is the belief that diversity enriches the learning environment and that all individuals have worth and should be treated with dignity and respect. As stated in the unit conceptual framework “We welcome a variety of cultural, economic, and experiential backgrounds including, but not limited to, variation with respect to language, race, culture, religious belief, gender, sexual orientation, age, ability, veteran status, and geographical location (Tomlinson, 2003). A cultural proficiency approach best informs our preparation of educators in the area of diversity; it does not simply prize the individual, but focuses on the culture of an organization. Cultural proficiency is reflected in the way an organization treats its employees, its constituents, and its community. Administrators, teachers, staff, parents, students, and the community welcome and create opportunities to better understand who they are as individuals while learning how to interact positively with people who differ from themselves. In summary, cultural proficiency is the policies and practices of the organization, or the values and behaviors of an individual, which enable that agency or person to interact effectively in a culturally diverse environment (Lindsey, Roberts & Terrell, 2003).” To support this, the Education Core includes two courses that address effectively teaching students with special needs:

1. EDCI 302 Teaching Culturally Diverse Learners (4 credits), includes a practicum where students spend 30 hours in a classroom and practice teach students in local schools. The C&I Department added two new full-time faculty positions, Community Partnership Coordinators, who not only teach in the program, but also take responsibility for ensuring appropriate practicum experiences. This investment of resources has enhanced the EDCI 302 course and practicum to further address English language learners, race, gender, socio-economic status, and ethnicity.
2. EDSP 300 Educating for Exceptionalities (2 credits), includes theory and practice for teaching and supporting the learning of students who have special needs (which embraces the learning of all students).

Together, these two courses help to better prepare our pre-service teachers for the Teaching Performance Assessment (edTPA) which involves candidates identifying three students in their target class who have special needs and to explain and reflect on how they will provide differentiated instruction to ensure the learning of all students, including the three identified students. By this design, faculty and candidates are now initiating thinking about diversity and the need to differentiate assessment, teaching, and learning early and often throughout our teacher preparation programs.

Progress and Response to Standard 4 AFI # 2

Coursework includes practica that provides opportunities for candidates to work with students from different cultural backgrounds and races. There is a continued good faith effort on the part of the unit to move field placement assessments into TaskStream. The unit will track demographics of student placements and use the data to ensure all candidates have some experience with students from diverse backgrounds and when possible, cooperating teachers from diverse backgrounds. Elementary methods courses continue to partner with the Tribal School in Desmet, Idaho and have expanded to include a partnership with Lapwai schools. Pre-service teachers continue to visit tribal schools and get to know the students, early in the semester. Then, the candidates design and teach an integrated unit of instruction at the school. In this way and others, the unit continues to develop and take advantage of every opportunity for candidates to interact with racially and ethnically diverse P-12 students.

In a culturally proficient organization, the culture of the organization promotes inclusiveness and institutionalizes processes for learning about differences and for responding appropriately to those differences. In an organization, it is the organizational policies and practices that reflect a positive diverse environment. In an individual, it is one's values and behaviors that enable effective and helpful interaction in a diverse environment.

Faculty in the college have moved their thinking and actions from an outside-in approach to an inside-out approach to diversity. Diversity begins within and through shifts in attitude, beliefs, and behaviors we are moved to a personal and organizational commitment to achieving equity of opportunity for all. Department and program development discussions among faculty resulted in new opportunities for candidates to understand the disparities that socioeconomic, gender and ethnic groups face in today's world. Over the last three years faculty have worked to increase the number of practicum sites for working with individuals with disabilities. For the past 2 years, in an effort to promote healthy activity and address the impact of obesity and poor health on academic achievement in schools faculty in the College of Education have worked to provide resources and training for all pre-service teachers ([Exhibit I.5.b](#)), school counselors ([Exhibit I.5.b](#)) and school administrators ([Exhibit I.5.b](#)) on how to promote physical activity and healthy lifestyles for students through a Coordinated School Health program ([Exhibit 4.3.i](#)). All participants were trained through coursework and in practical settings to deliver and engage in activities and policies that promote physical activity throughout a school day and healthy active lifestyles. Candidates responded positively to survey questions regarding their pre-and post-training attitudes about understanding and promoting healthy schools. PHALSC enhanced candidate understanding of respecting differences in health attainment and inclusiveness of individuals' health and welfare in relation to academic achievement. We are embracing a new belief system that we can individually and organizationally apply to make a difference in our department's learning and living environment. (Conceptual Framework "C" of CARE)

In the last three years, faculty in the advanced programs have also used indirect and direct data to support continuous improvement efforts at establishing fair and unbiased diversity leadership characteristics in our graduates. Efforts to date have included an external program review in 2011, revising strategic the plan to better reflect efforts in diversity, revising internship handbooks to increase focus on diversity, the active recruitment of tenure, affiliate and clinical faculty (including faculty of color and three men and three women to address gender equity issues) and increased professional development opportunities for faculty relating to diversity.

4.2.b.2 Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 4.

At the educator preparation level, the University of Idaho is continuously examining diversity in all aspects of what we do as educators to ensure that all our faculty and candidates are prepared to engage with the growing diversity of a global community. This includes funding professional development opportunities for faculty, revising curriculum to further incorporate cultural awareness and understanding, and participating as a part of the University community in its larger efforts to embody the best practices possible relating to teaching and nurturing a diverse student body. At the institutional level, the University of Idaho seeks to transform and broaden diversity in every respect as it relates to our campus culture and climate. At the college and program levels, we are committed to engaging in practices that increase the cultural proficiency of our candidates. This is a learning opportunity that we celebrate and embrace as is reflected in the Strategic Plan. Notably, diversity is a consistent thread throughout the conceptual framework and mission of the University, with the desired outcome that it be woven into the very fabric of the institution. As a part of its overarching commitment to diversity, the University of Idaho, and the College of Education, have all taken several steps for sustaining and improving our performance as it relates to NCATE standard 4.

Northwest Coalition for Human Rights. The University of Idaho is proud to host and coordinate the Northwest Coalition for Human Rights (NCHR). The mission of the **Northwest Coalition for Human Rights (NWCHR)** is to facilitate communication and collaboration among groups and individuals addressing human rights to promote human dignity, inclusion, and equal justice.

University of Idaho College Assistance Migrant Program (CAMP). The University of Idaho College Assistance Migrant Program (UI-CAMP) is funded by the US Department of Education. UI-CAMP assists students who have qualifying migrant/seasonal farm work backgrounds by providing financial and academic support services.

Native American Student Center. The Native American Student Center (NASC) at the University of Idaho empowers Native American students by meeting their academic, social and cultural needs as they navigate the college experience. The NASC provides a supportive foundation for students to help ease the transition from home to campus life and serves as a vital link between Native American students, the University, and tribal communities. By working to develop sensitivity and appreciation for Native American culture among non-Indian students, faculty and staff, the Native American Student Center is the University of Idaho community in creating a culturally diverse and sensitive campus by advocating student centered support programs, cultural events, tools for personal growth experiences, as well as critical thinking skills.

TRIO. The College of Education houses and administers many of the University's current TRIO programs including the Educational Opportunity Center, Educational Talent Search, Northwest Nations Upward Bound, and Upward Bound Math/Science. As mandated by Congress, two-thirds of the students served must come from low-income families (150% of the poverty level), where neither parent graduated from college. In the College of Education, the TRIO projects currently serve more than 1,900 eligible participants. Most of the programs funded to the College of Education serve students in grades six through 12. Thirty-seven percent of College of Education TRIO students are White, 35% are African-American, 19% are Hispanic, 4% are Native American, 4% are Asian-American, and 1% is listed as "Other," including multiracial students. Twenty-two students with disabilities and more than 100 U.S. veterans currently participate in the College of Education TRIO Programs as well.

4.3 Exhibits

All exhibits for this standard are located at <https://ncate.ed.uidaho.edu/st4>. Please refer to section I.5 for specific instruction on how to login.

Standard 5.

5.1 How does the unit ensure that its professional education faculty contributes to the preparation of effective educators through scholarship, service, teaching, collaboration and assessment of their performance?

Qualified Faculty

All unit faculty have the earned doctorates, master's, or terminal degrees, as well as expertise and experience in their individual teaching areas to ensure that all candidates are well prepared upon licensure. Clinical faculty from higher education hold a variety of degrees and backgrounds, and all have the contemporary professional experiences in school settings at the levels that they supervise. Professional education faculty members hold the credentials and professional experience to support high quality programs at the University of Idaho ([Exhibit 5.3.a](#)). All tenure-track faculty members hold the doctoral degree, as do most of our full-time instructors.

Modeling Best Professional Practices in Teaching

The University of Idaho initiates national searches for all permanent faculty. Successful applicants demonstrate excellence in their content expertise, related Ph.D/Ed.D backgrounds in diversity, a minimum of three years of P-12 teaching experience (initial certification programs and administrator experience (advanced programs). Faculty hires are made specifically for their expertise and experience, and for their capacity to advance knowledge in their respective fields. Clinical instructors and part time faculty undergo a similarly rigorous application process, with regional rather than national searches, and increased focus on school experience rather than having a terminal doctoral degree and research capacity.

Our focus on a rigorous hiring process ensures that we have faculty who understand and can teach to proficiency levels for all state and national standards. As the state's research extensive university, our faculty are evaluated annually on their abilities to translate their expertise into excellent teaching, research, outreach, and service.

Our faculty take seriously their roles as teacher, advisor, and student mentor. Evidence of this commitment are the various trainings faculty have been willing to undertake in order to improve their programs. They have trained in TaskStream, edTPA implementation and scoring, as well as staying current in their disciplinary fields as evidenced by annual presentations at juried conferences and publications in juried journals and edited books. The 'R' in the CARE conceptual framework reinforces faculty commitment to reflection, evidenced by course assignments and the edTPA.

There is great diversity within a single professor's repertoire of teaching and even greater diversity across the faculty. Students experience collaborative teaming, direct instruction, experiential learning, co-teaching and much more within their programs. A review of syllabi provides evidence of this diversity of instruction within programs.

Idaho has recently added new technology standards to program requirements. Prior to this new requirement, technology was infused throughout the programs and evidence indicated that candidates were learning with technology integration. The new course EDCI 410, piloted last spring, is now required of all candidates. Two secondary programs, (PETE and Music) have requested and been approved for waivers from this course given the level of technology integration in their programs. Diversity as described in Standard 4 is a key feature of our CARE Framework (the C). Faculty are hired in part, for their commitment to diversity and their own cultural proficiency. They coordinate infusion of diversity topics. The advanced leadership faculty have adopted social justice as a foundation for their programs.

As a part of the annual review process, faculty are required to reflect on the quality of their teaching. They are concerned with achieving positive student evaluations and they constantly revise their courses in order to better address standards and meet students' needs. A '3' rating in teaching indicates positive student teaching evaluations, reflection on teaching, evidence of quality, and the absence of a pattern of student complaints/concerns. Rarely does a College of Education faculty member receives less than a '3' rating in teaching as is evident in the average rating of last year's annual evaluation scores.

Modeling Best Professional Practices in Scholarship

Scholarly activities are expected of all full-time faculty members. Based on standing policy, tenure line faculty have an expectation to contribute 25-40% of their effort towards scholarship. The university uses the Boyer definition of scholarship. Faculty members are expected to develop and pursue a research program yielding peer-reviewed scholarship, including consistent publications that represent significant achievement at the regional, national and international levels. Faculty members are encouraged to collaborate with other colleagues to develop manuscripts and proposals for national presentations, publications and extramural research. As the land grant institution for the State of Idaho, the University of Idaho is highly active in extramural research. According to the Office of Research and Economic Development, FY 2011 extramural expenditures from sources outside the university were \$80.5 million and faculty within the College of Education accounted for \$10.3 million.

Modeling Best Professional Practices in Service

Professional education faculty members regularly provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission ([Exhibit 5.3.e](#)). Professional education faculty collaborate with the professional world of practice in P-12 schools and with faculty in other colleges improve teaching, candidate learning, and the preparation of educators as is seen in the very design of how educator preparation is delivered at the University of Idaho. Sub-committees such as the NCATE Sub-Committee are comprised of faculty at varying levels from every program area involved in educator preparation. Faculty members are also actively involved in professional associations and provide education-related services at the local, state, national, or international levels.

Unit Evaluation of Professional Education Faculty Performance

The University of Idaho's Faculty Staff Handbook provides systematic and comprehensive guidance regarding the evaluation of faculty performance ([Exhibit 5.3.f](#)). The individual faculty member's position description provides the mechanism for annual contract negotiation and for determining workload and goals which inform the performance evaluation process. The position description establishes each faculty member's specific responsibilities in the four major responsibility areas of Teaching and Advising, Scholarship and Creative Activities, Outreach and Extension, and University Service and Leadership. The position description serves a variety of important functions; in particular, it constitutes the essential frame of reference in annual performance evaluation of faculty members and consideration of faculty members for tenure and promotion. The performance of each faculty member during the review period is determined by the respective department administrator and is judged on the basis of the position description(s) in effect during that period. Ratings are determined by comparing the faculty member's performance to the position description. The results of the student evaluation of teaching are carefully weighed and used as a factor in this evaluation. For each area of responsibility, the administrator describes the basis for her/his evaluation in assessing the faculty member's performance and issue an evaluation score. Each faculty member is also given an opportunity to make an evaluation of his or her own performance and to meet with their administrator to discuss the evaluation. (Suitable alternate arrangements are made for off-campus personnel). Promotion in rank is granted only when there is reasonable assurance that based on performance, the faculty member will continue to meet the standards for promotion. The faculty member's professional portfolio and other documents are judged in the

context of unit and college by-laws and in accordance with university policy and the College of Education recently revised its tenure and promotion guidelines and criteria for increased specificity ([Exhibit 5.3.f](#)).

Unit Facilitation of Professional Development

There are multiple opportunities for faculty professional development within the University of Idaho. At the broadest level, the University of Idaho supports professional development by policy ([Exhibit 5.3.g](#)). These types of professional development can be university directed for enhancement to new technical skills such as use of technology or required certifications, or can be self-directed in ways such as conferences, access to courses and online trainings. Under University Goal 4, Organization, Climate and Culture, the University invests significant resources into the ongoing development of employees through the Professional Development Taskforce. The University also organizes the Idaho Leadership Academy, which has the mission to provide ongoing opportunities to faculty and staff that integrate the development of knowledge and skills in leadership with a university-based project ([Exhibit 5.3.g](#)). Sponsored by the Provost this academy is designed to address higher education challenges through a cohort based leadership development program and help grow a corps of faculty and staff with leadership strengths. The Idaho Women's Leadership Conference provides an opportunity for women to engage in dialogue and professional development around issues that impact their work, personal goals and journeys ([Exhibit 5.3.g](#)). For University of Idaho Faculty and Staff, conference attendance at these and similar events can be considered professional development time as granted by University President Nellis.

At the College level, a new mentoring program was voted on and approved by the faculty in Spring 2012 to ensure that all new faculty have access to senior faculty who are experienced and successful in their roles and can provide clarity on College and University expectations. All new academic faculty are assigned 1-2 mentors, with the goal to mentor all new faculty in two areas: day-to-day functioning as a faculty member at the University of Idaho, and scholarship productivity. Mentor roles will be viewed as major advising responsibilities, sometimes comparable in time to advising a doctoral candidate at the dissertation stage. Mentors are selected because of their high standards and demonstrated excellence in the areas of responsibility. Faculty brought in with tenure will at minimum have a one-year day-to-day mentor. Mentor responsibilities will continue until the faculty member is tenured (tenure track) or promoted (clinical and research faculty).

Based upon needs identified in faculty evaluations and meetings with mentors, the unit provides additional support opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, diversity, technology, and other emerging practices. At the department level, full time faculty within the College of Education have access to a pool of funds to support their individualized professional development goals. These funds equate to \$1,200 per year, per faculty member, and can be used at the discretion of the individual faculty member to support such activities conference attendance, travel, subscriptions not already supported by the University, individualized educational enrichment (online courses and webinars), specialized software that may not be supported and other such expenses as the faculty member deems necessary, as allowable by university policy. Additionally, the Dean contributes professional development/research funds to support college-level initiatives.

5.2.b.1 Summary of activities and changes based on data that have led to continuous improvement of candidate performance and program quality.

Progress and Response to Standard 5 AFI # 1

The unit deployed a mentoring system where mentoring relationships are established between senior members of the faculty and the more junior members of the faculty. The Curriculum and Instruction Department continues to offer Professional Development courses for Cooperating Teachers and Mentor

Teachers. Recently, four faculty members were trained in co-teaching model and they have been training cooperating teachers and mentor teachers in this method of sharing the class of students with the pre-service teacher and gradually handing leadership to the pre-service teacher. We have gone to this model, because research conducted at the University of Minnesota, St. Cloud, indicates that student test scores improve with the co-teaching model and that they decrease with the more traditional model of pre-service teacher practicum and internship. The department has also conducted workshops on evaluating pre-service teachers using a Teaching Performance Assessments (edTPA) with college faculty, college supervisors, cooperating teachers, and mentor teachers. This training has reinforced the high standards that the department holds for pre-service teacher performance. It enables faculty, supervisors, cooperating and mentor teachers to better facilitate pre-service teacher development throughout their program of study. Teacher preparation faculty members continue to conduct conferences and workshops for P-12 teachers in partner schools and around the state in science, math, and language arts. We have also recently received significant external funding for professional development research from the National Science Foundation, National Geographic Foundation and NASA.

During 2010-2011, the College of Education began a comprehensive examination of all operations as an early component to the development of the new strategic plan. The Conceptual Framework, “Reflective Scholarship and Practice” states that an examination of personal beliefs, goals, and practices is meant to deepen understanding and lead to actions that improve student learning. As the conceptual framework evolved into its current form, the college began to take a series of steps designed to streamline operations and be responsive to the evolving environment of the University. The first major change within the University was the recognition of the Clinical Faculty designation. According to the Faculty and Staff Handbook Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical Faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. This change is important as it addresses issues relating to capacity as identified in the findings of the 2011 External Program Review ([Exhibit 2.3.h](#)), by creating a structure to allow tenure line faculty to teach and conduct scholarship, and allow clinical faculty to focus on teaching and service while still having a career track and opportunities for promotion.

Programmatically, there were several key changes. With decreasing state budgets, many vacant positions remained vacant for several years. As a function of consolidation efforts in response to the budgetary constraints, the Career and Technical Education program was merged into the Curriculum and Instruction Department. Additionally, the School Psychology program was closed and School counseling was placed on hold. In 2011, the College of Education also initiated a seed grant program, which is designed to provide critical support to faculty in developing the necessary pilot data for larger extramural proposals and to encourage collaboration with school partners on issues relating to P-12 student learning. The undergraduate special education program was closed and a new advanced studies special education program was established in the Curriculum & Instruction department. The graduate program can be completed in one year and is taught online. Students first study elementary or secondary education at the undergraduate level and then special education at the graduate level. During the first three years, students complete their general education requirements, including the major requirements for either elementary or secondary education. They also enroll in additional courses that provide background for teaching special education. And, students complete initial coursework in the special education content area (approximately 9 credits). Throughout the program, students complete several early field experiences in the schools and complete a full year of internship. Students complete their first semester of internship, in either elementary or secondary education, during the fourth year, prior to beginning their graduate course

work. During the fifth year students complete graduate coursework and their second teaching internship in special education. At the same time, they work on their research project. When all coursework, internships and research project are successfully completed, graduates enter schools with a Master of Education in Special Education and are certified to teach Special Education in K-12 schools. The need for this curriculum change was driven by a consolidation of resources and low numbers of graduates at the undergraduate level. Data indicated that we would attract more students at the graduate level than undergraduate. The Education Core courses have been further revised to better align with Title II assurances to the state and federal government, and to better align with the Idaho Core Standards for Teacher Preparation. The Education Core is a series of courses (12 credits in all) that all students in C&I initial teacher preparation are required to successfully complete regardless of their teaching major. These courses focus on the essential information and skills necessary to pursue a bachelor's degree in education. Students may take EDCI 201 Contexts of Education (2 credits), EDCI 301 Learning, Development, and Assessment (3 credits), and EDSP 300 Educating for Exceptionalities (2 credits) prior to admission to teacher education. Students must be admitted to teacher education to take EDCI 302 Teaching Culturally Diverse Learners (4 credits), but exceptions can be made with permission of the instructor. Students must be concurrently enrolled in their internship to take EDCI 401 Internship Seminar (1 credit). The need to revise the Education Core courses resolves issues surrounding assurances to the federal and state governments that all candidates are learning about diverse learners, exceptional learners, technologies for assessment, and offering opportunities for practicum and internships in schools and the community. And, the course titles better communicate with outside interests the breadth and depth of instruction in each course.

5.2.b.1 Plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 5.

With the approval of the College Strategic Plan, several key initiatives are now underway to ensure that our diverse and highly qualified faculty are able to continue to support the preparation of teacher candidates and to ensure overall program quality. One of the key initiatives is to increase college-level extramural funding. With recent funding trends for state institutions of higher education, it is even more imperative that extramural funds be sought and secured. Extramural funding not only serves as a foundation for faculty scholarship, it provides the means to increase internal support to faculty through cost recovery returned to the College. The University of Idaho is unique in its distribution of recovered facilities and administrative costs, a full 25% of all recovered F&A is returned to the College. These funds are used to help cover affiliated core operating expenses, but are returned in large part to the departments and programs for use in faculty development. Extramural funding also helps to promote the University and its teacher education programs, which is used as a recruiting tool not only for high quality faculty, but high quality teacher candidates and graduate students. A second key area where efforts to improve faculty qualifications that impact candidate learning and program quality are underway is in the identification of key signature areas within each department. By working with faculty to identify and focus the work of the department into these signature areas the college can better support the case for increased faculty lines with the central administration, but will be able to better assess program effectiveness and impact on P-12 student learning. With the number of transitions in the Dean's office since the last NCATE review, there are efforts underway to review and improve the overall college climate. Faculty attrition is an issue at any university, but given the rural nature and overall size of the University of Idaho, quality of life is a large part of the recruitment package used in attracting new, high quality faculty. The Office of Assessment will be working with the Chairs and Deans to develop culture and climate surveys that will be used to identify new opportunities for improvement within the College of Education.

Technology issues are a major factor currently being examined within the College of Education. While the University of Idaho supports high end information technology across campus, including gigabit connectivity, compressed video for classes, access to services and support for BlackBoard Learn (Bblearn), the individual technology needs of the individual colleges is the responsibility of the colleges. Currently a four year rotation policy has been implemented for non-grant computers within the College of Education, and the Instructional Media and Technology Center (IMTC) provides access to an array of technology devices. The College recently signed an MOU with the Information Technology department to provide on-site IT support for the college. Additional steps that are being examined are the use of mobile devices in the classroom, such as iPads and other tablet devices, and early studies are planned to explore how hybrid learning impacts both the candidate and the instructor, using the College of Education as a model.

Professional Development is an area identified within the strategic plan where additional efforts and resources are targeted. Given the rapid growth in the use of technology in education, the College has recognized the critical need of providing professional development for the deployment and integration of technology into the classroom by faculty. The State of Idaho recently passed an initiative outlining how high school students in Idaho would be required to take two classes online as a part of their high school requirements, and ensuring that candidates are prepared to teach in this new medium is of paramount importance. Having faculty prepared to guide candidates in the use of technology in the classroom is a key in maintaining the University of Idaho's position as a leader in teacher preparation. The College is also examining how it can provide additional support for professional development that raises awareness of issues relating to diversity. By increasing the communication, cultural competence and collaborative leadership skills of the faculty, candidates will be better prepared to work with the diversity of students they are sure to encounter in their careers.

5.3 **Exhibits**

All exhibits for this standard are located at <https://ncate.ed.uidaho.edu/st5> . Please refer to section I.5 for specific instruction on how to login.

Standard 6.

6.1 How do the unit's governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards?

Unit Leadership and Authority

The College of Education has the necessary leadership and the authority to oversee the programs of study leading to certification as a teacher in the State of Idaho. The Dean of the College of Education is designated the head of the professional education unit and represents the unit in all administrative matters, both internally, and externally regarding teacher preparation ([Exhibit 6.3.a](#)). As Dean, Dr. Mantle-Bromley has the ultimate responsibility for attesting to the Idaho Professional Standards Commission a recommendation for certification and licensure within the state of Idaho for candidates prepared by the University of Idaho. As a comprehensive program for educator preparation, the University of Idaho, through the College of Education and the Teacher Education Coordinating Committee, effectively coordinates all programs so that their candidates are prepared to meet standards as outlined by national, state and institutional agencies and offices ([Exhibit 6.3.b](#)). The recruiting and admission practices are described clearly and consistently in publications and catalogs.

Academic calendars, catalogs, publications, grading policies, and advertising are maintained by the cognizant office, department and or program. All official academic calendars, catalogs and publications are maintained by the Registrar's Office, in accordance with university policy. Department handbooks are the responsibility of the individual department. Accordingly, faculty review and approve individual program documents that outline requirements and processes for obtaining a degree in teacher education ([Exhibit I.5.a](#)).

Advising has a central role within the College of Education. Once students declare their intent to pursue a degree in teaching, they are assigned an advisor within the College of Education Office of Student Services, and upon attaining Junior status, they are then assigned to a faculty advisor. Advanced studies students receive a faculty advisor upon acceptance to the respective program of application. Each candidate or advanced studies student has full access to the advising resources offered in Student Services. These include general academic advising, course and degree to completion mapping, career advising, as well as a central point for referral to other university student services ([Exhibit 6.3.c](#)). Recruitment of candidates is an area that with the establishment of a new Student Services Office, is receiving enhanced attention. Currently there is a recruitment plan in the developmental stages which is focusing efforts to support the university's goal of increasing enrollment to 16,000 students by 2020. ([Exhibit 6.3.d](#))

Faculty participate in the design, implementation, and evaluation of the unit and its programs in a variety of ways. Admission applicants at the advanced preparation level receive a full faculty review and vote, and initial teacher preparation candidates apply under guidelines that are reviewed and approved by the faculty. Assessment data, including external program review data, annual assessment data, and course comparisons to ensure that grading is fair and free of bias, are discussed in the individual program meetings. The University also provides access to central technology resources, such as BlackBoard Learn so that faculty can collaborate across the university system in the preparation of professional educators. The College of Education also chairs the Teacher Education Coordinating Committee and its relevant sub-committees such as the NCATE Sub Committee.

Unit Budget

As a public institution within the State of Idaho, the University of Idaho participates in a budget process with the state legislature, which also serves as the Board of Trustees for the University. Within the College of Education, the budget process is collaborative between the Provost and the Dean, with support

from the Associate Dean and the Department Chairs. While the budget allocations vary from college to college, the collaborative agreements that provide content preparation for teacher education are fully integrated into each of the individual college's budgets, thus insulating them to a degree from reductions in state appropriations. Overall, the individual programs receive budgetary allocations that are sufficient to continue preparing teacher candidates. The College of Education receives funds from multiple sources besides state appropriations. Of the College of Education's 2010-2011 total expenses and budgets, [\(Exhibit 6.3.f\)](#), \$10.3 million was appropriated from extramural sources to support research, \$4.8 million was allocated to operations, with \$3.3 million in state appropriations, and \$1.5 million coming from revenue generating sources. The College of Education has been authorized and expected to generate the \$1.5 million annually for several years, and in return, is permitted to retain any and all residual, unexpended dollars at the end of the fiscal year. Those residual funds have been used in part to protect teacher education programs and support investments into new technology, facility upgrades, expansion and creation of the Office of Student Services and the Office of Assessment and Accreditation. While the economic downturn in the mid 2000s did cause a reduction in appropriations, the College of Education was able to maintain program quality through restructuring, program suspensions or closures, and hiring freezes (which have been lifted). The budget to date has been structured to support on-campus and clinical work in as efficient and impactful way for preparation of professional educators.

While budgetary reductions have caused the College to constantly examine the operational and capacity issues relating to all its activities, the restructuring has provided a solid foundation from which the College can pursue its continuous improvement efforts and the increased enrolment goals of the University. To address the NCATE standards, increased Title II and external reporting requirements, and to better track candidate performance, the College has identified TaskStream a core technology resource that balances cost and performance. Even given the budgetary constraints, the unit has been able to leverage the existing resources to maintain faculty lines that support teacher preparation while maintaining quality throughout the educator preparation programs. With the University recently approving the Clinical Faculty designation, it is expected that in the coming years, faculty lines will continue to be enhanced so that well qualified faculty continue to support teacher preparation programs while increasing the overall capacity for scholarship. A strong indicator of budget sufficiency and stability includes the following, all of which were not possible until FY 10 and FY 11: 1) The creation of the Office of Student Services and the hiring of a full time director and a second full time advisor. 2) The creation of the Office of Assessment and Accreditation and the hiring of a full-time director. 3) The hire of two community coordinators (new positions) 4) The hire of 13 full time, tenure line faculty. 5) The intent to hire at least four new faculty during FY 13.

Personnel

Workload policies and practices are consistent with the University of Idaho's guidelines for annual review and are in line with the unit conceptual framework and guidelines for merit, promotion and tenure [\(Exhibit 6.3.b\)](#). Designed to ensure that faculty members are effectively engaged in teaching, research and service (including assessment, advising and collaborative work with P-12 schools), these guidelines encourage faculty to be not only reflective scholars (the R in the CARE Framework) but to be fully engaged with our community and our education partners (the E in the CARE Framework). Typical workloads for faculty include 12-15 semester hours of instruction per academic year (roughly 40-60% of their effort), to spend 25-40% of their effort on scholarship, 5% on advising and 5% on service to the university and in working with community partners. Program and Chair faculty have allotments in their descriptions to accommodate administrative activities.

The unit employs high quality support staff and adjunct faculty to ensure program coherence and integrity. Many of our staff have a long history of working with the University and the individual programs. One area that was identified as needing attention during the External Review Process was to ensure that adequate support staff exists throughout the College. The College is undergoing a focused

review of staff support positions to ensure that this observation is addressed. FY12 saw a reorganization of the Deans' suite including the hire of a .5 FTE communications coordinator, the creation of a staff support position shared between the Budget Office and the Associate Dean. We have increased support to faculty by creating and staffing the Offices of Student Services and Assessment and Accreditation. Complementing the faculty are a committed cadre of adjunct and temporary faculty, who, as the availability of clinical designations becomes more prominent, will be reviewed for consideration of transfer into these new roles. As described in the previous section (Standard 5), the University of Idaho and the College of Education provide numerous resources and opportunities for professional development of faculty, including training in the use of technology.

Unit Facilities

Our programs are spread across three campuses. The main campus in Moscow primarily serves the traditional age residential undergraduate and full-time graduate students. On the main campus the residential Greek system is very strong and keeps alumni involved with the University throughout their lives. This campus provides excellent student services, including counseling, tutoring, and very intentional retention services. The library is the largest in the state and the Recreation Center is a campus highlight. While computer labs are available across campus their existence is currently being studied as most students now rely on their personal computers. We have easy access to transportation for field trips, large and small classroom space available for scheduling, fabulous in-person and on-line access to library holding, and strong support from the Information and Technology services office for faculty and students. The Coeur D'Alene campus primarily serves place-bound students, often older and with families, as well as working professionals. And our newest facility in Boise primarily serves working professionals (populating our advanced programs in Educational Leadership). These latter two campuses provide advising, support staff, modern classroom facilities, and technology support. All University of Idaho students have direct access to the library, to financial aid and scholarships, and to student services.

The Education Building, housing the Department of Curriculum and Instruction, is one of the newer buildings on campus. The age of the building it turns out, creates one of our biggest challenges regarding the integration of technology into our teaching and learning. Built in the late 1960's, the Education Building took advantage of the latest construction materials available at that time, which included extensive use of asbestos. The prominent use of this hazardous material is above every ceiling and in the floor tiles. Thus, any technology upgrades require an asbestos abatement process which makes upgrades cost prohibitive in most instances.

The University of Idaho has addressed this challenge for the short term and is currently in the planning stages for a long-range solution. To mitigate this challenge, we continually maintain and upgrade our "technology carts" which include a variety of tools such as projectors, overheads and laptops. These are available for check-out from the Instructional Media and Technology Center Library. Last year, despite the costs, the College of Education was able to remodel two classrooms, bringing them up to University standard. Because control of classrooms is maintained in large part by the Registrar, and because the University can spend less on other classroom renovations, many of our classrooms have little to no technology available. We are currently remodeling another space, which will become our Technology Integration Teaching and Learning Laboratory, with an anticipated completion date of August 2013.

Long term plans for the building are underway to either completely abate the building or take the building down to the bare steel structure and rebuild. Two studies were completed during the summer or early fall of 2012. The reports will determine long-term direction for this building. Until then, we schedule classes needing technology in our newly renovated rooms, with the technology carts, or outside of the Education Building. We do have video-conferencing capacity in the Deans' Conference Room, as well as a University Classroom in the Education Building.

Unit Resources including Technology

The University of Idaho centrally supports Information Technology (ITS) infrastructure, including core network services, basic helpdesk support, security, software licensing, compressed video and teleconferencing for courses, telephone services as well as a network systems management team. The College of Education has also elected to sign a memorandum of understanding with ITS to provide additional priority-level response and on-demand support to faculty, staff and students within the college. In addition, the college subscribes to TaskStream, which is a major component in the units overall assessment plan. The University centrally supports the Annual Assessment Cycle and the External Review process (with some of the latter costs being shared between the Provost and the College under review). To date, these resources have been sufficient to support faculty and candidates in teacher preparation.

Professional education faculty and candidates on all campuses have access to the University of Idaho Library, which provides access to an excellent collection of current library, curricular, and electronic information and resources. The University of Idaho Library has grown from a single classroom located in the University Administration Building in 1892, to become the largest library in the state of Idaho. The University of Idaho Library houses over a million books and almost ten thousand periodical subscriptions, in print and online. It has served for over a century as an official regional depository of U.S. federal government publications, making almost two million government documents available to the public. The Library's Special Collections are an invaluable resource for researchers, providing access to historical photographs, state documents, university historical materials, rare books, digital collections, and the International Jazz Collections, the premiere jazz archives of the Pacific Northwest. The College of Education is served directly by the Instructional Media and Technology Center Library which provides curriculum resources for teacher preparation. The IMTC is required by the state to house all currently acceptable curricula for grades P-12. This resource is invaluable to candidates as well as area teachers seeking re resources. We recently completed an MOU with the University of Idaho Library to allocate one FTE to the library. Thus, the library hires and oversees the operations of the IMTC in partnership with the College of Education. The Library's College of Education liaison supervises IMTC staff and ensures that operations align with University standards.

6.2.b.1 Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.

Progress and Response to Standard 6 AFI # 1

The university level Teacher Education Coordinating Committee (TECC) has within its approved membership three P-12 school personnel, who as voting members of the committee review the design, implementation and modification of programs relating to Teacher Education. Efforts are planned to evaluate and expand as necessary the membership of this committee to ensure continued participation from and engagement with P-12 practitioners. In addition to the TECC, the unit continues to engage with advisory boards to review strategic plans, program level assessment data, and make recommendations on new initiatives. For example, the Curriculum and Instruction Department Advisory Boards (consisting of P-12 teachers, administrators, parents, a pre-service teacher representative, a graduate student representative, and community members) has continued to meet monthly during the academic year. This advisory board has provided feedback on various department initiatives, the comprehensive external review conducted in 2011 as part of the Institutional Research (IR) process, and to the refinement of the conceptual framework. The board continues to be active in supporting the department's efforts in the development a new strategic plan for 2012 to 2018. Another example of engagement with P-12 practitioners is evident in the Physical Education Teacher Education (PETE) program's advisory board. The PETE Advisory Board provides input into design, implementation and/or evaluation of the unit and its programs. P-12 faculty involved in practica offer suggestions about practica programming, and are involved in assessments of candidate performance.

Progress and Response to Standard 6 AFI # 1

Our tenure line hiring in FY 11 and 12 included 1 FTE in Educational Leadership and 4.5 FTE in Curriculum and Instruction. We have also hired two community partnership coordinators, two .49 instructors in Career and Technical Education, and are sharing a full time instructor of literacy with the College of Liberal Arts and Social Sciences. Our FY 13 hiring plan includes 3-5 tenure and or clinical hires in Curriculum and Instruction (Special Education, English as a New Language, Business Education, Engineering Education, and Assessment and Cognition) as well as two new hires in Leadership and Counseling.

6.2.b.2 Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 6.

We are well poised to sustain our momentum and have put into place policies that will ensure continuous improvement. For example, each subunit within the College of Education will report annually on their progress towards meeting the College's Strategic Plan. For those elements housed in the Deans' suite a Deans' Report will be distributed annually to the faculty. Based on these data driven reports, we will set new goals and benchmarks annually at the August All-College Meeting. All major changes have a built-in review process. For example, the new Annual Review and Tenure and Promotion guidelines that went into effect in January 2012 will be reviewed and modified, if necessary, after the 2012 reviews are completed, in February 2013. We have revised the Assessment Committee and are working to revise the institutional committee regulations regarding the Teacher Education Coordinating Committee, to expand that group's membership. The University is now also in the public phase of a \$225 million campaign, which is set to conclude in 2014. While each College has individual goals, the College of Education has identified four key areas to focus on. The first area, Facilities, is raising funds to support upgrades, with an emphasis on technology integration into the classroom. With education moving toward more integrated technology in K-12 classrooms, this fund will provide critical support to ensure the College of Education continues to offer state-of-the-art learning opportunities for future educators and community leaders. The college is also working to raise \$4.2 million for programs that support faculty success and development, enhance programs in all areas of educator preparation, and support candidates in the form of scholarship, emergency aid, and supplemental financial support to pursue a career in education.

6.3 Exhibits

All exhibits for this standard are located at <https://ncate.ed.uidaho.edu/st6> . Please refer to section I.5 for specific instruction on how to login.