College of Southern Idaho
Teacher Education Handbook
For students seeking a degree in Education
Revised January 2009
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Full-time Faculty and Staff:

For general information contact:

- John Hughes  Department Chair  (jhughes@csi.edu, 732-6549, Aspen 117A)
- Lauri Watkins  Office Specialist, Education  (lwatkins@csi.edu, 732-6850, Aspen 118)

For more specific information, please contact the appropriate Education Department faculty.

Outreach Center Coordinators:

- Annette Braegger  Mini-Cassia Center  (abraegger@csi.edu, 678-1400)
- Elaine Bryant  North Side Center  (ebryant@csi.edu, 934-8678)
- Jenny Emery-Davidson  Blaine County Center  (jdavidson@csi.edu, 788-2033)

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Introduction:

The College of Southern Idaho Education Department provides diverse teacher education programs to meet student needs. Six programs, Bilingual Elementary Education, Early Childhood Education, Education Assistant, Elementary Education, Physical Education, and Secondary Education, prepare students to teach and work in PreK-12 grades.

- The **Bilingual Elementary Education** program is designed for any student who wishes to reach culturally and linguistically different children. Students who have a knowledge of Spanish and are interested in teaching are strongly encouraged to consider this program. However, students who do not speak Spanish will find ample opportunity to acquire proficiency in Spanish prior to the completion of the degree. The Bilingual Elementary Education program is closely articulated with Boise State University.

- The **Early Childhood Education Program** offers several options for students interested in working with children, birth through eight and their families. In addition, the ECE Program operates a Laboratory School for toddlers (18 months to 3 years) and preschoolers (3-5 years).

- The **Education Assistant Program** is a comprehensive paraprofessional training program which offers a 2 tiered degree system (technical certificate and Associate of Applied Science) available in an online or classroom setting.

- The goals of the **Elementary Education** program are to introduce students to the teaching profession, help them earn an A.A. degree, and aid them in successfully transferring to a four-year college or university teacher education program. Students take courses from the CSI general education core as well as specific program requirements in Elementary Education.

- The goals of the **Physical Education** program are to introduce students to teaching careers in elementary education, secondary physical education, and lifelong fitness and wellness, to help students earn an A.A. degree, and to help students successfully transfer to a four-year institution.

- In addition to general education core and required education courses, the **Secondary Education** program furnishes many different content areas in which students can choose. Like the Elementary Teacher Education Program, the Secondary Education program introduces students to the teaching profession, gives students an opportunity to earn an A.A. degree, and guides students in successfully transferring to a four-year program.
Advising:
Students are STRONGLY encouraged to have a copy of the CSI catalog and to be familiar with the advising related information on the CSI web site. In addition, the following advising checklists contain valuable information.

- Bilingual Elementary Education Advising Checklist
- Elementary Education Advising Checklist
- Secondary Education Advising Checklist

Additional advising is available to all students. Advisers are assigned by departments after the student has enrolled according to his or her major. The following are general guidelines:

- For advising after taking the COMPASS Test, students should see the appropriate faculty advisor (see list below) OR go to the Advising Center, located in the Matrix in the Taylor Administration Building. Students may also see advisors at the outreach center locations: Lyle Bloxham (Burley), Elaine Bryant (Gooding), and Dr. Jenny Emery-Davidson (Hailey).
- Students who register online should contact their faculty advisor during the first week of classes.
- Students should contact a faculty advisor early in the semester if advised from the CSI Advising Center during the summer.
- During the first semester, students should take Foundations of Education (EDUC 201) where a two-year education plan will be developed.
- Students should meet with their faculty advisor (see below) regularly.
- Final advising is provided in the Education Exit Seminar (EDUC 290), which facilitates graduation and transfer to an Idaho college/university.
- Faculty Advisors:
  - Bilingual Elementary Education: Raquel Arenz
  - Early Childhood Education: Ellen Neff, Evin Fox
  - Education Assistant: Tracey Meyerhoeffer
  - Elementary Education: Dr. LueLinda Egbert
  - Physical Education: Jan Mittleider, Jaime Tigue, Shelly Wright
  - Secondary Education: John Hughes

Degree Options for students interested in the Teaching Profession

- Non-degree: Students take miscellaneous classes to meet a certification requirement or to transfer to another college or university after a short time.
- A.A. in Liberal Arts: Students who do not meet the requirements of the AA in Education MAY obtain the Liberal Arts degree. Students may apply for and may be admitted to Teacher Education programs at 4 year universities.
- A.A. in Education: These programs introduce students to the teaching profession and prepare students to successfully transfer to a college or university teacher education program.

Graduation Requirements: AA in Education

- Students must complete General Education Core Courses, Teacher Education Core Courses and other courses specified in the various programs.

**Students must have a 2.75 cumulative GPA.**
- Students must submit an acceptable Teacher Education Portfolio (Bilingual Elementary, Elementary, and Secondary Education)
- Students must meet CSI Computer Literacy

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Transferring to a Four-Year Program and Alternative Routes to Certification:
To move to a four-year teacher education program, students should begin working with their intended transfer institution within the first semester. Students MUST coordinate carefully with the institution to which they intend to transfer in order to facilitate transferring in the semester following graduation. The various institutions have different requirements. For specific information, please visit the following web sites.

American Board for Certification of Teacher Excellence is actually an alternative route to certification for this who ALREADY need to hold a bachelor’s degree in any subject area:

- College of Idaho
- Boise State University
- BYU-Idaho
- Idaho State University
- Lewis-Clark State College
- Northwest Nazarene University
- University of Idaho
- Western Governors University
- American Board for Certification of Teacher Excellence

**Education Core Courses**

**EDUC 201: Foundations of Education**- 3 credits

**EDUC 202: Field Experience** 1 credit

**EDUC 204: Families, Communities, and Culture** 3 credits

**EDUC 205: Development/Individual Differences** 3 credits

**EDUC 215: Education Technology** 3 credits

**EDUC 290: Education Exit seminar** 1 credit

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EDUC 290: Education Exit Seminar

During the last semester before graduation, students must take EDUC 290, Education Exit Seminar. While CSI has no entrance requirements for its teacher education programs, it does have high exiting standards for students who receive an A.A. in Education.

In order to be admitted into EDUC 290, all students must:
1. have a 2.75 cumulative GPA.
2. have completed EDUC 201, 202, 204, and 205.
3. be completing their final semester at CSI.

During EDUC 290 students must:
1. assemble the teaching portfolio and polish the various entries which have been developed in earlier classes.
2. meet the requirements of the receiving college or university.

Students not meeting the EDUC 290 criteria will not receive an Education degree but may receive a Liberal Arts degree.

Teacher Education Portfolio

The CSI Teacher Education Portfolio requires students to demonstrate their decision-making ability, problem-solving competency, individuality, and creativity in four portfolio entries from four education courses. Portfolio entries should be saved onto a disk with the student’s name on the label, and each portfolio entry should have content-reflecting file name. Since the appearance, organization, and content of the portfolio should reflect the student’s best work, students should revisit, revise, and rearrange portfolio entries as needed. Students will keep two copies of the portfolio disk and a paper copy.
Teacher Education Program Outcomes:

1. equip students with social, philosophical, and historical perspectives in education - EDUC 201
2. provide field experience in K-12 classroom for students - EDUC 202
3. help students understand the interactions of families, schools and communities in order to improve student learning - EDUC 204
4. introduce students to human development and to the many individual differences they will encounter in the classroom - EDUC 205
5. introduce students to educational technology needed to pass the Idaho Technology Assessment and provide a portfolio of practical examples for use in advanced education classes - EDUC 215
6. present each graduating student to four-year teacher education programs with a quality teaching portfolio and with a completed admission to a college of teacher education - EDUC 290

Student Learning Outcomes, Program Level:
Upon completion of the Teacher Education Program at the College of Southern Idaho, a graduating student with an Associate of Arts Degree in Bilingual Elementary Education, Elementary Education, Secondary Education, or Special Education will have fulfilled the following program learning outcomes as demonstrated in a Teacher Education Program Portfolio. The portfolio requires students to demonstrate their decision-making ability, problem-solving competency, individuality, and creativity in five portfolio entries from five required education courses. Each portfolio entry addresses one or more Idaho Core Teacher Standards (ICTS) or International Society for Technology in Education (ISTE) standards: The entries are from the following courses: EDUC 201 Foundations of Education (Autobiographical Essay), EDUC 202 Field Experience (Performance Form), EDUC 204 Families, Communities, and Culture (Statement of Informed Beliefs Diversity Essay), EDUC 205 Development/Individual Differences (Individual Differences Student Profile Essay), and EDUC 215 Educational Technology (Technology Portfolio).

EDUC 201 Foundations of Education
Learning Outcome 1: Students will critically discuss their background information relating to educational issues. (ICTS 9)
Learning Outcome 2: Students will demonstrate effective communication skills. (ICTS 6)
Activity: In EDUC 201 Foundations of Education, students will write an Autobiographical Essay (Portfolio Entry).

EDUC 202 Field Experience
Learning Outcome 3: Students will interact in a professional, effective manner with peers, school personnel, students, parents, and other community members to support students’ learning and well-being. (ICTS 10)
Activity: In EDUC 202 Field Experience, students will complete 45 hours of supervised K-12 classroom experience. A cooperating, licensed teacher completes a CSI Student Performance Form.

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EDUC 204 Families, Communities, and Culture
Learning Outcome 4: Students will demonstrate their attitudes and knowledge as a foundation for understanding the diversity among students in school. (ICTS 3)

Learning Outcome 5: Students will demonstrate how to make appropriate adjustments in planning, delivery, and assessment of instruction to meet students’ diverse needs and experiences. (ICTS 3)

Learning Outcome 6: Students will demonstrate effective communication skills. (ICTS 6)

Activity: In EDUC 204 Families, Communities, and Culture, students will write a Statement of Informed Beliefs Diversity Essay (Portfolio Entry).

EDUC 205 Development/Individual Differences
Learning Outcome 7: Students will use systematic observation for gathering data to develop a student profile.

Learning Outcome 8: Students will demonstrate an understanding of how students learn and develop. (ICTS 2)

Learning Outcome 9: Students will identify opportunities that support student learning and development. (ICTS 2)

Learning Outcome 10: Students will demonstrate effective communication skills. (ICTS 6)

Activity: In EDUC 205 Development/Individual Differences, students will write an Individual Difference Student Profile Essay (Portfolio Entry).

EDUC 215 Educational Technology
Learning Outcome 11: Students will demonstrate a sound understanding of technology operations and concepts (ISTE 1).

Activity: In EDUC 215 Educational Technology, students will develop a technology portfolio. (Portfolio Entry)

CSI Teacher Education Program is Standards Based
Standards increasingly guide all teacher education programs. CSI Teacher Education programs reflect that focus. The programs include insights from:

- the American Association of Colleges for Teacher Education (AACTE) and its Idaho branch Idaho Association of Colleges for Teacher Education (IACTE). The Journal of Teacher Education, published by the AACTE, is in the CSI Library.

- the National Council for Accreditation of Teacher Education (NCATE)

- the National Board for Professional Teaching Standards (NBPTS), particularly the Five Core Propositions. The NBPTS organization and its certification are becoming increasingly important in defining teacher excellence across the country.

- Idaho Core Teacher Standards These are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. Our courses are carefully aligned with the ten principles and the knowledge, dispositions, and performances associated with those principles.

- International Society for Technology in Education (ISTE) National Education Technology Standards (NETS) for teachers.

- Idaho State Board of Education Idaho Content Standards These are standards for K-12 students, not for teacher education students, although teacher education students will use the standards in their classrooms after they become certified teachers.

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Idaho Core Teacher Standards

Since all teacher educators will be held responsible for knowledge of Idaho Core Teacher Standard, the CSI education faculty members have determined the performances addressed by each of our core classes. The standards and the appropriate classes are listed below.

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

Knowledge
1. The teacher understands the role of the discipline in preparing students for the global community of the future.

2. The teacher understands concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline taught.

3. The teacher understands how students’ conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.

4. The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.

5. The teacher understands best practices for effective instruction.

6. The teacher understands basic technology operations and concepts.

Disposition
1. The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.
2. The teacher is committed to continuous learning to stay abreast of new ideas and perspectives in the field.

3. The teacher recognizes multiple perspectives and conveys to learners how knowledge is developed from the vantage of the learner.

4. The teacher sees how the application of learning is useful in life.

5. The teacher recognizes the interconnectedness of the disciplines.

Performance
1. The teacher presents information that is accurate and relevant.

2. The teacher effectively uses multiple modalities and explanations of disciplinary concepts that capture key ideas, links them to students’ prior learning, and makes connections to everyday life and the global community.

3. The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.

4. The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.

5. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

6. The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.

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

8. As an individual and a member of a team, the teacher selects and creates learning opportunities that are appropriate for curriculum goals, relevant to students, and based on principles of effective instructions.

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

10. The teacher demonstrates a sound understanding of technology operations and concepts.

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

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

Knowledge
1. The teacher understands how learning occurs and that students’ physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.
affective, and psychomotor domains (i.e., physical, social, emotional, moral, and intellectual) and understands how development in one domain may affect performance in others.

Disposition
1. The teacher appreciates individual variation within each domain of development.

2. The teacher respects the diverse talents of students.

3. The teacher is committed to helping students develop self-confidence and competence.

Performance
1. The teacher assesses individual and group performance in order to design instruction that meets all students’ needs.

2. The teacher stimulates student reflection and teaches students to evaluate and be responsible for their own learning. (EDUC 201, EDUC 202)

3. The teacher facilitates discussion, listens and responds to group interaction, and elicits expressions of student thinking (e.g., oral, visual, and written). (EDUC 201, EDUC 202, EDUC 204, EDUC 205)

4. The teacher identifies levels of readiness in learning and design lessons that are developmentally appropriate.

5. The teacher creates a positive learning environment where students develop self-worth. (EDUC 201, EDUC 202, EDUC 204)

**Principle 3: Adapting Instruction for Individual Needs** – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge
1. The teacher understands and knows how to identify differences in approaches to learning and performance (e.g., learning styles, multiple intelligences, and performance modes) and designs instruction that helps use students’ strengths as a basis for growth.

2. The teacher knows about areas of exceptionality (e.g., learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness).

3. The teacher knows the process of second language acquisition and strategies to support the learning of students whose first language is not English.

4. The teacher understands how students’ learning is influenced by individual experiences, talents, and prior learning as well as language, culture, and family and community values.

5. The teacher understands cultural, community, and socioeconomic diversity.
1. The teacher recognizes his or her responsibility in ensuring that all students learn and is open to expertise that supports student learning (e.g., the school counselor and community professionals).
2. The teacher recognizes that teacher expectations influence student learning.
3. The teacher respects students as individuals with differing backgrounds, skills, talents, and interests.
4. The teacher is sensitive to community and cultural norms.

Performance
1. The teacher identifies and designs instruction appropriate to students’ stages of development, learning styles, strengths, needs, and cultural backgrounds. (EDUC 201, EDUC 202, EDUC 204)

2. The teacher makes adaptations and/or modifications to lessons for individual students who have particular learning differences or needs. (EDUC 205)

3. The teacher accesses appropriate services or resources to meet student’s needs. (EDUC 202, EDUC 204, EDUC 205, EDUC 215 adaptations to special needs)

4. The teacher uses information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences. (EDUC 204, EDUC 290)

5. The teacher integrates multiple perspectives into discussions of subject matter, including attention to students’ personal, family, and community experiences and cultural norms. (EDUC 201, EDUC 204, EDUC 290)

6. The teacher creates a learning community in which individual differences are respected and valued. (EDUC 201, EDUC 202, EDUC 204, EDUC 205)

7. The teacher persists in helping all students achieve success. (EDUC 201, EDUC 202, EDUC 204, EDUC 205, EDUC 215, EDUC 290)

Principle 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

Knowledge
1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem solving, invention, memorization, and recall) and how these processes are stimulated.

2. The teacher understands principles, techniques, and individual student processing time associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives, and sheltered English).

3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.

4. The teacher knows how to plan and design effective learning environments and experiences supported by technology.

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5. The teacher knows how to develop curriculum plans that include methods and strategies that apply
technology to maximize student learning.

Disposition
1. The teacher recognizes the importance of the development of students’ critical and creative thinking, problem solving, and performance capabilities.

2. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting and modifying instruction to student responses, ideas, and needs.

Performance
1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs (e.g., developmental stages, prior learning, learning styles, and interests). (EDUC 201)

2. The teacher uses multiple teaching and learning strategies to engage students in active learning. (EDUC 202)

3. The teacher promotes the development of critical and creative thinking, problem solving, and performance capabilities. (EDUC 201, EDUC 204, EDUC 205, EDUC 290)

4. The teacher helps students assume responsibility for identifying and using learning resources. (EDUC 201, EDUC 202, EDUC 215, use of web)

5. The teacher continually monitors and adjusts strategies in response to student feedback.

6. The teacher varies his or her role (e.g., instructor, facilitator, and coach) in the instructional process in relation to the content and purposes of instruction and the needs of students. (EDUC 202, EDUC 204, EDUC 205)

7. The teacher designs and implements lessons that enhance learning through the use of a variety of resources (e.g., computers, audio-visual technologies, new technologies, local experts, primary documents and artifacts, texts, reference books, literature, and other print documents). (EDUC 215)

8. The teacher presents issues with objectivity, fairness, and respect. (EDUC 201, EDUC 202, EDUC 290)

9. The teacher plans and designs effective learning environments and experiences supported by technology. (EDUC 202, EDUC 215)

10. The teacher implements curriculum plans that include methods and strategies that apply technology to maximize student learning. (EDUC 201)

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

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Knowledge
1. The teacher understands how social groups function and influence individuals, and how individuals influence groups.

2. The teacher understands the principles of effective classroom management and strategies that promote positive relationships, cooperating, conflict resolution, and purposeful learning.

3. The teacher understands the principles of human motivation and behavior, both extrinsic and intrinsic.

4. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.

5. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.

6. The teacher understands strategies that make students feel valued in the classroom and the community.

**Disposition**

1. The teacher recognizes the importance of leadership, participation, and a democratic process appropriate to the classroom and school.

2. The teacher appreciates the role of students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.

3. The teacher recognizes the value of intrinsic motivation to students’ lifelong growth and learning.

4. The teacher is committed to the continuous development of individual students’ abilities and considers how different strategies encourage self-motivation.

**Performance**

1. The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole. (EDUC 201, EDUC 202, EDUC 204)

2. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities. (EDUC 202)

3. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them). (EDUC 201, EDUC 202, EDUC 204, EDUC 205)

4. The teacher maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives.

5. The teacher designs activities that promote a positive classroom climate of openness, mutual respect, support, and inquiry. (EDUC 201, EDUC 202)

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6. The teacher analyzes the classroom environment, making adjustments to enhance social relationships,
7. The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals. (EDUC 202)

**Principle 6: Communication Skills – The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.**

**Knowledge**

1. The teacher understands communication theory, language development, and the role of language in learning.

2. The teacher understands how diversity affects communication in the classroom.

3. The teacher knows how to use a variety of communication tools, including audio-visual technology, computers, and the Internet, to enrich learning opportunities.

**Disposition**

1. The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

2. The teacher appreciates the ways in which people seek to communicate.

3. The teacher appreciates the influence of cultural diversity on communication.

4. The teacher recognizes the importance of verbal as well as nonverbal communication.

**Performance**

1. The teacher is a thoughtful and responsive listener. (EDUC 202)

2. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking. (EDUC 201, EDUC 202, EDUC 204, EDUC 205, EDUC 290)

3. The teacher supports and expands student expression in speaking, writing, and other appropriate mediums. (EDUC 201, EDUC 202, EDUC 204, EDUC 205, EDUC 215, EDUC 290)

4. The teacher demonstrates the ability to communicate effectively in writing. (EDUC 201, EDUC 204, EDUC 205, EDUC 215, EDUC 290)

5. The teacher demonstrates sensitivity in communication to cultural differences (e.g., appropriate use of eye contact and interpretation of body language). (EDUC 201, EDUC 202, EDUC 204, EDUC 290)

6. The teacher uses a variety of communication tools, including audio-visual technologies, computers, and the Internet, to enrich learning opportunities. (EDUC 202, EDUC 215)

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

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1. The teacher understands how to apply knowledge about learning theory, subject matter, curriculum development, and child and adolescent development to meet curriculum goals.

2. The teacher knows how to take into account such elements as instructional materials; individual student interests, needs, and aptitudes; and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.

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

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

Disposition
1. The teacher recognizes the importance of long-term and short-term planning.

2. The teacher recognizes that plans must always be open to adjustment and revision based on student needs and input and changing circumstances.

3. The teacher appreciates planning as a collaborative activity.

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

2. The teacher create lessons and activities that are effective at multiple levels to meet developmental and individual needs of diverse students.

3. The teacher creates short-range and long-range instructional plans that are linked to student needs and performance, and responds to unanticipated sources of input by continuously adapting plans to promote and capitalize on student progress and motivation.

4. The teacher establishes student assessments that align with curriculum goals and objectives and adjusts instructional plans to improve student learning.

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

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

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

2. The teacher realizes the need to use multiple strategies to assess individual student progress.
types of assessment strategies.

4. The teacher understands the role of assessment in designing and modifying instruction.

5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students and their learning outcomes (e.g., state standards).

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

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

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

Disposition
1. The teacher is committed to ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies are necessary for monitoring and promoting student learning.

2. The teacher is committed to using assessment strategies and communicating results to promote student growth rather than limit student learning opportunities.

3. The teacher respects the ethical issues related to assessment (e.g., confidentiality, labeling, and use of assessment results.)

Performance
1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, and tests written in primary language) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies. (EDUC 201, EDUC 202, EDUC 204, EDUC 205)

2. The teacher uses multiple assessment strategies to determine students’ entry skills and establish appropriate curriculum goals and objectives. (EDUC 215, model and demonstrate use of Blackboard in testing and portfolio.

3. The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies. (EDUC 201, EDUC 202, EDUC 204, EDUC 205, EDUC 290)

4. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning. (EDUC 290)

5. The teacher monitors his or her own teaching strategies and behavior in relation to student success, adapting and modifying plans and instructional approaches accordingly.

6. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others. (EDUC 215)

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7. The teacher applies technology to facilitate a variety of effective assessment and evaluation strategies.
Principle 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.
2. The teacher is aware of the personal biases that affect teaching.
3. The teacher knows where to find and how to access professional resources on teaching and subject matter.
4. The teacher understands the need for professional activity and collaboration beyond the school.
5. The teacher knows about professional organizations within education and his or her content area.
6. The teacher understands the dynamics of change and recognizes that the field of education is not static.
7. The teacher knows how to use technology to enhance productivity and professionalism.

Disposition
1. The teacher recognizes the importance of critical thinking and self-directed learning.
2. The teacher is committed to ongoing reflection, assessment, and learning as a process.
3. The teacher recognizes the importance of working with professionals.
4. The teacher is committed to seeking, developing, and continually refining practices that address individual student needs.
5. The teacher recognizes the professional responsibility for engaging in and supporting appropriate practices for self and colleagues.
6. The teacher has enthusiasm for learning and the discipline taught.
7. The teacher embraces lifelong learning.

Performance
1. The teacher uses a variety of sources for evaluating teaching and learning outcomes (e.g., classroom observation, information from parents and students, and research). (EDUC 202)
2. The teacher uses self-reflection as a means of improving instruction. (EDUC 202, EDUC 290)
3. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices. (EDUC 201, EDUC 202, EDUC 290)
4. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher. (EDUC 215, EDUC 290)

5. The teacher engages in professional discourse about subject matter knowledge and pedagogy. (EDUC 201, EDUC 202, EDUC 204, EDUC 205, EDUC 290)

6. The teacher uses technology to enhance productivity and professionalism. (EDUC 201, EDUC 202, EDUC 215, EDUC 290)

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

**Knowledge**

1. The teacher understands the relationships between schools, families, and the community and how such relationships foster student learning.

2. The teacher knows the structure and the historical and political context of local, state, and national educational systems and the role of education in society.

3. The teacher knows that factors other than the formal education system (e.g., socioeconomic status, culture, and family) influence students’ lives and learning.

4. The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors.

5. The teacher understands laws related to students’ rights and teachers’ responsibilities.

6. The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations.

7. The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings.


9. The teacher knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities.

10. The teacher understands the social, ethical, legal, and human issues surrounding the use of technology in schools.

**Disposition**

1. The teacher appreciates input from parents/guardians and others knowledgeable about the student.

2. The teacher recognizes the importance of the relationship between school and community.

3. The teacher appreciates the need to assess and be sensitive to the ethical and moral culture of the community.

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4. The teacher recognizes the importance of interacting in a professional manner in curricular and extracurricular settings.

5. The teacher recognizes the importance of students’ experiences.

6. The teacher is concerned about each student’s well-being and is alert to signs of difficulties.

Performance
1. The teacher conveys the historical, political, and economic significance of the educational system in the broader society. (EDUC 201, EDUC 204)

2. The teacher uses information about students and links with community resources to meet student needs. (EDUC 204)

3. The teacher actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians in support of student learning and well-being. (EDUC 204)

4. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning. (EDUC 202, EDUC 205)

5. The teacher respects the privacy of students and the confidentiality of information. (EDUC 201, EDUC 202, EDUC 215, EDUC 290)

6. The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students. (EDUC 202, EDUC 204)

7. The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress). (EDUC 202, EDUC 204)

8. The teacher acts as an advocate for students. (EDUC 201, EDUC 202, EDUC 204, EDUC 205)

9. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools. (EDUC 215)

10. The teacher practices behavior congruent with the Idaho Code of Ethics. (EDUC 201, EDUC 202)

11. The teacher adheres to local, state, and federal laws. (EDUC 201, EDUC 202, EDUC 204, EDUC 205, EDUC 215, acceptable use policy)

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