**New/REVISED Program for Educator certification:**

**request FORM**

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| **Name of Institution** |  | **Date of Submission**  |  |
| **New Program Name** |  | **Certification/Endorsement** |  |
| **Form Preparer Name/Title** |  | **Form Preparer Email/Phone** |  |

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| **All new educator preparation programs from public institutions require** [**Program Review and Approval by the State Board of Education**](https://boardofed.idaho.gov/public_col_univ/program_approval.asp)**.** | Is this a request from an Idaho **public** institution? Yes [ ]  No [ ]  If yes, on what date was the Proposal Form submitted to the State Board of Education? *Click or tap to enter a date.* |

**Section I:** Program Course Requirements

**Directions:** Copy the endorsement language from [Board Policy IV.B](https://boardofed.idaho.gov/board-policies-rules/board-policies/organization-specific-policies-and-procedures-section-iv/state-deparment-of-education/) into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the endorsement language.

Supporting documents may be considered if they clearly support the request. Ensure each supporting document is clearly titled, and combine any supporting documents into one file. Links to outside documents or websites will not be considered.

**Section II:** Program Design – Alignment to Idaho Core Teaching Standards

**Directions:** The table below includes each of the Idaho Core Teaching Standards in the [*Idaho Standards for Initial Certification of Professional School Personnel*](http://www.sde.idaho.gov/cert-psc/psc/standards.html). Complete the table, explaining how the program design and any available evidence align with each of the standards applicable to the program. Pupil Service Staff programs will address Standards 11 – 13 only. Supporting documents may be considered if they clearly support the request. Ensure each supporting document is clearly titled, and combine any supporting documents into one file. Links to outside documents or websites will not be considered.

| **STANDARD** | **How is the standard being met? What coursework from Section I addresses the standard? Is there a plan to address the standard?**  |
| --- | --- |
| Standard 1: Learner Development The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. |  |
| Standard 2: Learning DifferencesThe teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. |  |
| Standard 3: Learning EnvironmentsThe teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. |  |
| Standard 4: Content KnowledgeThe teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. |  |
| Standard 5: Application of ContentThe teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. |  |
| Standard 6: AssessmentThe teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. |  |
| Standard 7: Planning for InstructionThe teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. |  |
| Standard 8: Instructional Strategies The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. |  |
| Standard 9: Professional Learning and Ethical PracticeThe teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. |  |
| Standard 10: Leadership and Collaboration The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. |  |
| Standard 11: American Indian Tribes in IdahoThe teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d’Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.  |  |
| Standard 12: Code of Ethics for Idaho Professional Educators The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession. |  |
| Standard 13: Digital Technology and Online Learning The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning. |  |

**Section III:** Program Design – Alignment to State Specific Program Standards (Delete section if not applicable)

**Directions:** The table below includes each of the Idaho Core Teaching Standards in the [*Idaho Standards for Initial Certification of Professional School Personnel*](http://www.sde.idaho.gov/cert-psc/psc/standards.html). Complete the table, explaining how the program design and any available evidence align with each of the program-specific standards. Supporting documents may be considered if they clearly support the request. Ensure each supporting document is clearly titled, and combine any supporting documents into one file. Links to outside documents or websites will not be considered.

| **STANDARD** | **How is the standard being met? What coursework from Section I addresses the standard? Is there a plan to address the standard?**  |
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| Standard 1: ENTER STANDARD LANGUAGE HERE |  |
| Standard 2: ENTER STANDARD LANGUAGE HERE |  |
| Standard 3: ENTER STANDARD LANGUAGE HERE |  |
| Standard 4: ENTER STANDARD LANGUAGE HERE |  |
| Standard 5: ENTER STANDARD LANGUAGE HERE |  |
| Standard 6: ENTER STANDARD LANGUAGE HERE |  |
| Standard 7: ENTER STANDARD LANGUAGE HERE |  |
| Standard 8: ENTER STANDARD LANGUAGE HERE |  |
| Standard 9: ENTER STANDARD LANGUAGE HERE |  |
| Standard 10: ENTER STANDARD LANGUAGE HERE |  |

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| **Signature of College Chair/Director/Dean\*** |  | **Date** |  |
| **IF APPLICABLE: Signature of Graduate Chair/Director/Dean, or other official\*** |  | **Date** |  |

\*Form is not complete without signatures and dates

**Upon Form Completion:** Submit this request with all supporting evidence to the Professional Standards Commission (PSC) Coordinator at least two (2) weeks before the next regularly scheduled meeting of the PSC ([PSC web page](http://www.sde.idaho.gov/cert-psc/psc/index.html)). Upon PSC recommendation, this request will be submitted to the State Board of Education for consideration at their next regularly scheduled meeting.