

Title II

Higher Education Act

SUBMIT REPORTS

[Contact Us](#) - [Glossary](#) - [Log out](#)

University of Idaho
 Traditional Program
 2008-09

[Print Report Card](#)

[Program Information](#)

Name of Institution: University of Idaho
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Idaho

Address: College of Education
 PO Box 443080
 Moscow, ID, 83844

Contact Name: Jody Sharp
Phone: 208-885-6134
Email: jsharp@uidaho.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	No	No
Fingerprint check	No	No

Background check	Yes	Yes
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify: C or better in English 102, Comm 101, EdCi 201 and a core math class for undergrads, grads EdCi only)	Yes	Yes

Provide a link to your website where additional information about admissions requirements can be found:

www.uidaho.edu/ed

Indicate when students are formally admitted into your initial teacher certification program:

Other When they meet above requirements.

Does your initial teacher certification program conditionally admit students? Yes

Please provide any additional about or exceptions to the admissions information provided above:

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	1128
Unduplicated number of males enrolled in 2008-09:	342
Unduplicated number of females enrolled in 2008-09:	786

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	42
<i>Race</i>	
American Indian or Alaska Native:	13
Asian:	15
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	1056
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	90
Average number of clock hours required for student teaching	960
Number of full-time equivalent faculty in supervised clinical experience during this academic year	14
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	1059

Please provide any additional information about or descriptions of the supervised clinical experiences:

Practicum & student teaching.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	165	200	182
Elementary Education	52	62	77

Agricultural Education	0	4	0
Physical Education	10	8	10
School Community Health Education	11	18	20
PTTE - Business & Marketing Education	8	2	5
PTTE - Professional Technical Education	1	1	1
PTTE - Technology Education	3	3	1
Secondary Education - History	14	10	8
Secondary Education - English	16	6	9
Secondary Education - Social Sciences	4	8	5
Secondary Education - Speech	1	1	0
Secondary Education - Biological Sciences	3	5	2
Secondary Education - Journalism	1	2	0
Secondary Education - Spanish	5	9	6
Secondary Education - Mathematics	6	14	7
Secondary Education - Art Education	1	1	3
Secondary Education - Earth Science	2	2	1
Secondary Education - Political Science	1	3	1
Secondary Education - Physics	1	2	0
Secondary Education - Physical Science	1	0	1
Secondary Education - Music	1	5	1
Secondary Education - Chemistry	0	3	2
Secondary Education - French	0	2	0
Secondary Education - Geography	0	1	0
Secondary Education - Natural Sciences	0	2	0
Secondary Education - Theatre Arts	0	1	1
Secondary Education - Economics	0	1	0
Early Childhood Education	8	5	4
Special Education	5	10	12
Industrial Technology	10	9	5

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 160

2007-08: 173

2006-07: 130

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2008-09</p> <p>Goal: n/a</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: n/a</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year: 2008-09</p> <p>Goal: To recruit and retain 4 p</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>State Board of education recruitment activities to districts, information provided to regional special education director meetings.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>State board of education is currently discussing recruiting for second cohort, a</p>

	decision will be made by Fall 2010.
Instruction of limited English proficient students	<p>Academic year: 2008-09</p> <p>Goal: n/a</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
n/a	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution’s graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income

families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Tribal schools, internship in multiple settings - urban, rural & low income areas.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2008-09	6					
700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2007-08	4					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	4					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	8					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	9					
100 -BUSINESS EDUCATION Educational Testing Service (ETS)	5					

All program completers, 2007-08						
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	5					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
910 -ECONOMICS Educational Testing Service (ETS) All program completers, 2007-08	1					
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2008-09	7					
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2007-08	10		10	100		
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2006-07	14		14	100		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2008-09	7					
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2007-08	10		10	100		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2006-07	14		14	100		
021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	8					
021 -EDUCATION OF YOUNG CHILDREN	11		11	100		

Educational Testing Service (ETS) All program completers, 2007-08						
021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2006-07	1					
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	59		59	100		
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	64		64	100		
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	75		75	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	22		22	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	7					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	9					
360 -ENGL TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2008-09	2					
360 -ENGL TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2007-08	1					
360 -ENGL TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2006-07	2					
120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2008-09	2					
173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					

435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
920 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2008-09	1					
920 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2007-08	3					
920 -GEOGRAPHY Educational Testing Service (ETS) All program completers, 2006-07	1					
930 -GOVERNMENT/POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	3					
930 -GOVERNMENT/POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2007-08	4					
930 -GOVERNMENT/POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2006-07	1					
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4					
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	13		13	100		
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	6					
560 -MARKETING EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2					
560 -MARKETING EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	2					
560 -MARKETING EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	2					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS)	14		14	100		

All program completers, 2007-08						
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	8					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	10		10	100		
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	9					
481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	2					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2006-07	3					
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	52		52	100		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	62		62	100		
522 -PRINCIPLES LEARNING & TEACHING K-6	67		67	100		

Educational Testing Service (ETS) All program completers, 2006-07						
390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2008-09	1					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	10		10	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	8					
950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2008-09	1					
950 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2006-07	2					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	11		11	100		
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	5					
690 -SPECIAL ED PRESCHOOL/EARLY CHILD Educational Testing Service (ETS) All program completers, 2008-09	8					
690 -SPECIAL ED PRESCHOOL/EARLY CHILD Educational Testing Service (ETS) All program completers, 2007-08	11		11	100		
690 -SPECIAL ED PRESCHOOL/EARLY CHILD Educational Testing Service (ETS) All program completers, 2006-07	1					
220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2007-08	2					
050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	3					

050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	4					
050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	2					
640 -THEATRE Educational Testing Service (ETS) All program completers, 2007-08	1					
941 -WORLD AND U.S. HISTORY: CK Educational Testing Service (ETS) All program completers, 2008-09	18		18	100		
941 -WORLD AND U.S. HISTORY: CK Educational Testing Service (ETS) All program completers, 2007-08	16		16	100		
941 -WORLD AND U.S. HISTORY: CK Educational Testing Service (ETS) All program completers, 2006-07	11		11	100		

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2008-09	158	158	100	
All program completers, 2007-08	173	173	100	
All program completers, 2006-07	128	128	100	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Teacher Candidates learn to integrate a great variety of, both electronic and curricular technology resources. Electronic resources include: digital presentations, Smartboard™ presentations, Blackboard™, on-line science curricula such as “Go-NORTH Polar Husky-K12,” NSTA subscribed science curricula, monitoring probes and sensor, and hand-held recording devices. Curricular technologies include: FOSS and other kit based- science curricula, and many specially designed instructor teaching tools, such as “Globe/Overhead/Incandescent Lamp model of solar system, Battery/Bulb simple series and parallel circuit models. They are introduced to software such as Inspiration, Kidspiration, and ReadPlease . These tools provide opportunities for all children to engage in instructional activities and support cognitive and affective development through novelty, organization, and mediation. They also learn to use calculators as instructional and thinking tools at all levels, K-12. Elementary methods students learn to use the instructional program Geometer’s sketchpad in the Math courses. Secondary Math methods teacher candidates learn to use this program in the methods course. They plan and teach lessons using this program.

Teacher candidates are invited and encouraged to participate in small and large group discussion of course texts through the use of a free online platform (wiki). Along with focusing teacher candidates’ attention on the content literacy strategies that are the primary objectives of the EDCI 463/563 course, for the past four semesters, EDCI 463/563 has also focused pre-service teachers’ attention on the use of this online technology to draw students who may not otherwise participate into the classroom discussion.

Teacher candidates learn to use technology to manage data to improve teaching and learning through formative assessment by demonstrating to teachers how to collect and analyze student written responses to course material for indicators of misperceptions and/or misunderstandings of lesson objectives and plan future instruction accordingly. The key to this approach is that the written responses to course materials must be focused and short and must be analyzed prior to the face-to-face class meeting. The overall goal regarding technology integration is the preparation of prospective teachers regarding the potential uses of technology, as well as how to teach students the value of technology for multiple uses. For general purpose technology, teachers learn effective uses for themselves and their students of productivity software such as Word and PowerPoint for various written and presentation activities related to specific disciplines. For data collection and research, teachers and their future students become familiar with data manipulation software (Excel) and devices (accelerometers and water chemistry probes) to collect digital data used to examine and report particular science phenomena. For assessment purposes, teachers learn to use digital devices for self-reflection activities to help determine teacher effectiveness. Teachers also become familiar with assessment and recording software to influence overall teaching effectiveness. Grading programs are used to compile accurate data, and to use data for formative and

summative purposes. Also, teacher candidates are taught how to use technology for test construction based on the Basic Teaching Model with attention to item analysis, reliability, validation, and subsequent data analysis. This is conducted through data management programs (such as Microsoft Excel).

The Basic Teaching Model holds that if the performance assessment component is good then this warrants that learning is sufficient enough to begin the next unit. If the performance assessment component yields insufficient learning, the teacher must get on the feedback loop and re-examine each component to determine the area of difficulty, be it instructional objectives, entering behaviors, instructional methodology, or the assessment instrument itself. Depending upon the importance of the educational material as requisite to future learning and/or the necessity of the performance assessment, teachers may need to re-teach and/or retest.

Teacher candidates learn to use TaskStream™ as a webfolio portal and assessment system linking standards to assignments and generating and using rubrics for assessments. They access the literacy standards for their particular grade level through the Internet. They complete lesson plans in word processing that follow a certain format. They can access this format on the blackboard™ site. They obtain the syllabus and assessment packet on the blackboard™ site. When they make their presentations in class, they often use the Internet and such things as U-Tube to motivate and introduce their subjects.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

EDSP 300: Educating for Exceptionalities effectively prepares general education teachers, including those who are limited English proficient, to teach students with disabilities, including training related to participation as a member of individualized education program teams by teaching terminology, laws, policies, instructional and assessment strategies and best practices that are consistent with the Individuals with Disabilities Education Act (IDEA). Goals for this course are met by providing opportunities for preservice teachers to participate in simulations, presentations, content reading, classroom discussion and written reflection.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

EDSP 426/390: Developing Instructional Programs effectively prepares special education teachers, including those who are limited English proficient, to teach students with disabilities, including training related to participation as a member of individualized education program teams by providing students with opportunities to observe and develop individual education programs. Goals for this course are met by providing opportunities for preservice teachers to participate in simulations, presentations, content reading, classroom discussion and written reflection.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Teacher preparation programs are designed to prepare candidates for entry into the teaching profession. Degree programs include a broad general education, content preparation appropriate for the teaching major, and focused and coordinated field experiences. Programs leading to initial teacher preparation are offered in agricultural education, business and marketing education, early childhood development and education, elementary education, family and consumer sciences, music education, physical education, school and community health education, secondary education (including teaching majors in art, biological sciences, chemistry, earth science, English, French, Geography, German, History, journalism, mathematics, physical sciences, physical science-life science, physics, political sciences, psychology, social science, Spanish, speech, theatre arts, theatre arts-speech), special education, technology education, and professional-technical education (teaching option). The college also offers undergraduate degrees in athletic training, dance, technology education, recreation, and sport science. The college has faculty located at each of the university resident instructional centers. In addition to program delivery in Moscow, candidates can access initial programs in elementary and special education and advanced programs in school administration and counseling at Coeur d'Alene and initial programs in professional technical and technology education and advanced programs in school psychology and school administration at Boise.

Supporting Files

University of Idaho

Traditional Program

2008-09

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act

OMB Control No.: 1840-0744 (exp. 9/30/2012)