

# Mastery-Based Pathway Expectations

Teacher Candidate

Page | 1 We expect the Candidate to apply for an Interim Teaching Certificate.

It is the responsibility of the candidate and the school district to ensure that teachers are properly certified. LC State has made the qualifications for entrance into the Mastery-Based Program similar to those necessary for an Interim Teaching Certificate:

- *Candidate must have a bachelor's degree or higher.* The bachelor's degree does not need to be in education or in a field related to the endorsement desired.
- *Candidate must show content competency either through a rubric or passing the Praxis.*
  - Please see [www.ets.org](http://www.ets.org) for information on Praxis exams and to see which are required for your endorsement(s). Be sure to list LC State as a recipient.
  - LC State requires the Praxis to be taken. If the Praxis is not passed further content courses may be recommended or the candidate may be qualified on the Uniform Standard for Evaluating Content Competency for Non-Traditional Candidates (Rubric).
  - If the candidate qualifies on the rubric, two years of student growth data is required. The raw data (scores) can be sent with an interpretation of the results describing the growth. The purpose is to demonstrate the candidate's impact.
- *Candidate must be the teacher of record in a Idaho public or charter school.*
  - If employed outside of Idaho please work with the respective state to determine the best course for certification.
  - If employed in a private school no interim certificate may be required by the school, but one is still required to receive a certification at the end of this program.

*Please work with the SDE to ensure the correct path is taken for certification.*

- *Candidate must submit an application for an Interim certificate.* Please see the SDE website for information on the application process. [www.sde.idaho.gov/cert-psc/cert/](http://www.sde.idaho.gov/cert-psc/cert/)
  - Alternative Authorization applications are turned in by the school district.
  - Non-Traditional applications are turned in by the candidate.
  - It is the responsibility of the candidate to ensure the application packet has been turned in correctly. As a service to the student we can send in interim applications to the state.

*Please send a copy of the interim certificate, once received, to [education@lcsc.edu](mailto:education@lcsc.edu).*

We expect the Candidate to complete the Master-Based Program.

Individual program plans are created for each candidate based on their needs and desired certification pathway. These plans are reviewed during the expectations conference.

All candidates are required to complete the following components:

Candidates may be required to complete these components:

<ol style="list-style-type: none"> <li>1. <a href="#">Program modules</a></li> <li>2. <a href="#">PRAXIS exam(s)</a></li> <li>3. <a href="#">Idaho Comprehensive Literacy Standards (ICLS)</a></li> <li>4. <a href="#">Individualized Professional Learning Plan (IPLP)</a></li> <li>5. <a href="#">Common Summative Assessment (Danielson)</a></li> </ol>	<ol style="list-style-type: none"> <li>7. <a href="#">Teaching Mathematical Thinking (TMT)</a></li> <li>8. <a href="#">Additional Content Courses</a></li> </ol>
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1. Program Modules

There are five required program modules that must be successfully completed. Each module is self-paced and can be completed in as little as a few weeks or up to an entire calendar year based on the needs of the candidate. The modules are based on the INTASC Model Core Teaching Standards, Idaho Core Teaching Standards, and the Idaho enhancement teaching standards.

The final submission for each module is a curated portfolio of evidences and narratives that the candidate uses to demonstrate proficiency in the Idaho Standards for Initial Certification. There should be a clear connection between the narrative, evidence, and the standard.

*Please receive feedback from your mentor to check that there are clear connections and the evidence matches the listed standards.*

At the completion of a module the module verification form is filled out by the mentor. In order for the mentor to be paid, the form with documentation of collaboration needs to be turned in with the portfolio. The catalog descriptions for the modules are included here for your reference.

**A. ED 476 LEARNER DEVELOPMENT & LEARNER DIFFERENTIATION**

Builds pedagogical knowledge for the candidates about students: development, individual learning differences, learning environments, and uses understanding of individual differences and diverse cultures and communities.

Standards Addressed: 1, 2, 9, 10, 11, 12, & 13

**B. ED 477 CREATING AN ENVIRONMENT THAT FOSTERS COLLEGE AND CAREER READINESS SKILLS**

Builds pedagogical knowledge for the candidates in creating supportive environments that encourage positive social interaction, active engagement in learning, and self-motivation in students. With a focus specifically on the development of the skills necessary for college and career readiness.

Standards Addressed: 3, 9, 10, 12, & 13

C. *ED 478 CREATING AN ENVIRONMENT FOR ALL LEARNERS*

Builds pedagogical knowledge for the candidates in creating supportive environments that encourage individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation in students, With a focus specifically on understanding diversity.

Standards Addressed: 3, 9, 10, 11, 12, & 13

D. *ED 479 DIFFERENTIATION AND APPLICATION OF CONTENT*

Builds pedagogical knowledge for the candidates in their content area(s) to make the content accessible to students. Specific focus will be in the development of engaging learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues that leads toward mastery of content.

Standards Addressed: 4, 5, 9, 10, 12, & 13

E. *ED 480 DESIGNING INSTRUCTION AND ASSESSMENT LITERACY*

Builds pedagogical knowledge for the candidates in methodologies of assessment, planning, and instruction. Specific attention is given to the impact of assessment on learning, instruction for learning, student's application of knowledge, community context, and decision making for curriculum.

Standards Addressed: 6, 7, 8, 9, 10, 11, 12, & 13

*An official transcript will need to be sent in with your teacher application.*

2. PRAXIS exam(s)

All candidates must take the Praxis exam(s) required for their endorsement. Praxis exam(s) are frequently used as a measure of content knowledge. Candidates who qualify on the rubric are also required to take the exam, but are not required to pass the Praxis to complete the program. If a candidate is qualified on the rubric they must provide two years of student growth data.

*Please list LC State as a recipient of your Praxis Scores. An official copy of your scores will need to be sent in with your teacher application.*

3. Idaho Comprehensive Literacy Standards (ICLS)

To ensure that all teachers in Idaho are able to deliver research-based literacy instruction, candidates for certification must pass a series of assessments based on 5 literacy standards. Candidates in Elementary and Special Education must pass all five (5) assessments and candidates in Secondary Education will be assessed on sections II, IV, and V. The standards are:

- I. Structure of Language,
- II. Comprehension,
- III. Assessment,
- IV. Writing Process and Knowledge, and
- V. Diverse Reading and Writing Profiles.

These exams are available online through the program. They will need to be proctored by your mentor, another teacher, or taken at a testing center. Study materials, examples, and the Concepts and Competencies Guides are available for all of the standards. Alternatively, candidates may choose to take the Literacy course(s) available at LC State (Elementary: RE340 & RE342, Secondary: RE 309).

*An official copy of your scores will need to be sent in with your teacher application.*

#### 4. Individualized Professional Learning Plan (IPLP)

The IPLP is an opportunity for goal setting based on the candidate's areas of strength and need for growth. This plan is created after completion of the modules and provides the candidate goals to work toward in the year following the completion of the certification program. Candidates may also use the IPLP that they create as part of their employment to meet this requirement.

*A copy of your IPLP will need to be sent in with your teacher application.*

#### 5. Common Summative Assessment (Danielson)

The Common Summative Assessment is a rating on the 4 domains and 22 indicators identified on the Danielson Framework. Ratings are determined based on evidences provided and on observations. The candidate is scored using the following scale; proficient (3), basic (2), unsatisfactory (1). In some instances the candidate may receive a score of distinguished (4); however, it is not a rating typically granted during initial certification.

*A copy of your CSA will need to be sent in with your teacher application.*

#### 6. Teaching Mathematical Thinking (TMT)

Candidates who are employed as a teacher of Mathematics are required to take a course in Mathematics instruction. Currently this program can be taken from one of the Idaho Regional Math Centers. The following endorsements require completion of the TMT course:

- All Subjects (K-8)
- Exceptional Child Generalist
- Mathematics (5-9 or 6-12)

#### 7. Additional Content Courses

Content course may be required in cases where a candidate does not have sufficient experience or coursework from the audit. It is not necessary that the content coursework be completed prior to beginning the program or qualifying for the interim teaching certificate; however, all coursework must be achievable within the three-year timeframe allotted for the interim certificate.

A sample program of Study may be as follows:

### Year 1

#### Summer

- Be hired as a teacher of record
- Apply to LCSC as a MBP Student
- Take Praxis for endorsement area

#### Fall

- Module A
- Turn in Module verification form, documentation of collaboration, and portfolio
- Take any additional coursework, if needed

#### Spring

- Modules B & C
- Turn in Module verification form, documentation of collaboration, and portfolio

### Year 2

#### Summer

- Take TMT, if needed
- Study and take ICLA exams

#### Fall

- Modules D & E
- Turn in Module verification form, documentation of collaboration, and portfolio

#### Spring

- Create and turn in IPLP
- Turn in CSA
- Have school district sign completion of two year mentorship program
- Finish any remaining coursework or requirements

### Year 3

#### Summer

- Apply as an interim completer
  - If wanting LC State to submit paperwork we will need from you
    - A filled out application
    - \$75 check made out to the State Department of Idaho
    - District/Mentor verification form
    - Official transcripts of any coursework taken at another school
    - IPLP
    - CSA
  - If wanting to submit the paperwork you will need from LC State
    - Official Transcript
    - Institutional Recommendation