

The following document provides an overview of how BYU-Idaho's Teacher Preparation Program aligns with federal disability laws and supports equal access for qualified students with disabilities. It describes the key skills, responsibilities, and professional expectations—referred to as Core Performance Standards—that help guide students toward successful completion of the program and effective teaching practice.

The document emphasizes that:

- Students are encouraged to become familiar with the expectations and responsibilities of the teaching profession before entering the program.
- These standards reflect the day-to-day responsibilities of teaching, which can be dynamic and demanding across a variety of classroom settings.
- The standards are designed to support students in understanding and reflecting on how they can meet these expectations with appropriate preparation and support.
- The standards also serve as a framework for faculty to guide, support, and assess student progress as they move through the program and consider their professional goals.
- The university is committed to providing reasonable accommodation, and students are encouraged to collaborate with Accessibility Services to identify and request appropriate support.

Overall, the purpose of this document is to ensure students clearly understand both their rights and the expectations of the teaching profession, so they can prepare for, access, and succeed in the program and in their future careers.

Brigham Young University-Idaho
Teacher Preparation
Affirmation of Ability to Demonstrate Core Performance Standards

BYU-I and the Department of Teacher Preparation comply with the requirements of Section 504 of the Rehabilitation Act of 1973. Attached is the Teacher Preparation ADA (Americans with Disabilities Act) Compliance Statement and Core Dispositions Rubric with the accompanying standards.

The list of Core Dispositions and accompanying standards is documented to provide students with information related to the skills *required for* the performance of professional educator duties, as well as to assess their ability to complete such duties. These standards reflect the performance abilities and characteristics necessary to successfully complete the teacher preparation program's requirements at this University. Individuals interested in applying for admission to the Teacher Preparation Program should review the Core Performance Standards to gain a deeper understanding of the physical abilities and behavioral characteristics required to successfully complete the program.

These core performance standards are based on guidelines outlined by the Idaho Educator Code of Ethics and the BYU-I Department of Teacher Preparation. The University complies with the requirements of Section 504 of the Rehabilitation Act of 1973. Therefore, the University will endeavor to make *reasonable* accommodations for participants with disabilities who are otherwise qualified.

____ I have read the 504 Compliance Statement (pg. 2)

____ I have received a copy of the Teacher Preparation Core Performance Standards (pg. 3)

____ I have read the BYUI Core Disposition Rubric - [Rubric Link](#)

____ I have read the Idaho Code of Ethics for Educators – [Code of Ethics Link](#)

____ I understand that if I need accommodations, I will work with the Accessibility Services Office as soon as such are known, and they will review my needs and determine if such are reasonable for the physical and mental demands of the Teacher Preparation Programs.

Signature: _____ Date: _____

Printed Name _____ I-Number _____

Brigham Young University-Idaho
Teacher Preparation
504 Compliance Statement

In compliance with Section 504 of the Rehabilitation Act of 1973, the Department of Teacher Preparation does not discriminate against qualified individuals with disabilities.

To be protected under Section 504, a student must be determined to: 1. Have a physical or mental impairment that substantially limits one or more major life activities; or have a record of such an impairment; or be regarded as having such an impairment.

For the purpose of Teacher Preparation program compliance, a “qualified individual with a disability” is one who, with or without *reasonable* accommodation or modification, meets the essential requirements for participation in the program.

The Teacher Preparation faculty endorses the recommendations of the Idaho Code of Ethics and the BYU-I Dispositions Rubric for Educators and adopts the “Core Dispositions and Accompanying Standards” required to perform successfully to complete the program. Recommended standards are reflected in the course objectives.

Admission to the program is not based on the core performance standards. Rather, the standards are used to assist each student in determining whether accommodations or modifications are necessary. The standards provide objective measures upon which students and faculty base informed decisions regarding whether students will be able to meet requirements. Every applicant and student receives a copy of the standards.

If a student believes that he or she cannot meet one or more of the standards without accommodations or modifications, in collaboration with the Accessibility Services Office and the Teacher Preparation Program, will determine, on an individual basis, whether the necessary accommodations or modifications can *reasonably* be made.

If you are a student with a disability (e.g, physical, learning, psychiatric, vision, hearing, etc) and think that you might need accommodations during your courses, practicums, and student teaching, please contact BYUI Accessibility Services <https://www.byui.edu/accessibility-services/contact> and Student Teaching Services <https://www.byui.edu/student-teaching-services/contact>

Brigham Young University-Idaho
Teacher Preparation
Core Performance Standards

Teacher Candidates must meet certain core performance standards to ensure they can safely, effectively, and ethically participate in all aspects of practicum and student teaching courses. These standards reflect the essential functions of the teaching profession.

Core Performance Standards for Student Teaching:

1. Cognitive Ability: Demonstrate the capacity to plan, organize, and implement instructional activities; process and synthesize information; and make sound, timely decisions in the classroom.
2. Communication Skills: Communicate effectively and professionally with students, parents, colleagues, and supervisors, both verbally and in writing.
3. Interpersonal Skills: Establish and maintain positive, respectful relationships with students, families, and school personnel; demonstrate cultural competence and sensitivity.
4. Physical and Emotional Stamina: Sustain the physical and mental energy required for a full day, including standing, walking, and actively engaging with students.
5. Classroom Management: Maintain attention, focus, and self-control in a dynamic classroom environment; respond appropriately to classroom situations and student needs.
6. Professionalism and Ethics: Adhere to ethical standards, school policies, and legal requirements; demonstrate responsibility, punctuality, and reliability.
7. Sensory Abilities: Possess sufficient vision, hearing, and speech to monitor classroom activities and ensure student safety.

I affirm I have read and understand the core performance standards required for student teaching at Brigham Young University-Idaho. I believe I am able to meet these standards, with or without *reasonable* accommodations, and I agree to notify Student Teaching Services and Accessibility Services if my status changes.

Signature: _____ Date: _____

Printed Name _____ I-Number _____